

The Woman's College

of the University of North Carolina

ALUMNAE NEWS

VOLUME 50 NUMBER 3

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SPRING 1962

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Will they go to college?

Where?

What will they find?

"The if's surrounding . . . children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation's educators." The resolving of the "if's" and the problems of the, educational future is not being left to chance. Today's colleges, with the continuing help of everyone involved, will be ready for tomorrow. Thanks to the efforts of a group of alumni editors in preparing Moonshooter V, we are able to present for your thoughtful consideration THE COLLEGE OF TOMORROW, this issue's special section.



BARBARA PARRISH/editor
EVON WELCH DEAN/assistant
JUDITH MAY/circulation

THE ALUMNAE NEWS is published four times a year (October, January, April, July) by the Alumnae Association of the Woman's College of the University of North Carolina in Greensboro. Second-class postage paid at Greensboro, North Carolina.

LITTLE did we realize that a goodly number of you read the small print but overlook the large print. You do . . . at least you who sent us the quarters for THE NEWS do. At first we didn't realize what the quarters were coming in. Then one came addressed to Miss Laura Coit, Business Manager, and we realized what had happened. You read the Editorial which was reprinted in the last issue of Vol. 50, No. 2, but you didn't read the fact that it was from Vol. 1, No. 2. Your quarters have been added to the Alumnae Fund, but they are being considered a full-fledged contribution. Today, 50 years later, we can't even publish one issue of THE NEWS for a quarter, must less four. You have to do better than that with the contributing business. Thank you, though, for reading and for wanting THE NEWS to continue. But, please, try reading the identifying heads, too.

TWO CONSIDERATIONS of the future and review of the past with an eye on and a hope for the future highlight this issue of THE NEWS.

The history of the Alumnae Association which appeared in Vol. 1, No. 3 of THE NEWS gives us who are living in the future-looked-toward by the 1912 writers a proud glimpse of our heritage. It gives us a sense of hope for our future, too, as well as a somewhat new prospect for the future. With the employment of a development director by the College (this good news is included in Facts-Faces-Figures), the pressure on Alumnae Fund-raising will increase. And a look at the past gives us heart. A comparative handful of our predecessors were unafraid to set their sights high and to proceed with purpose. Today we are more than 25 times more numerous than were the alumnae in the early 1900's, but our sights seem somehow to be lagging. It's time that we set our sights and our purposes as high as they. The future of the Alumnae Fund and the Alumnae Scholars Program are staked on it.

Mr. Bell's article about "the landscape" projects a stifling, asphalt-y future unless we change our ways of building and paving and planting. His ideas, though, about the College — its landscape and its use as a teaching device — are refreshing and promising toward "the ways-changing" of the students of the future.

The Moonshooter section — the consideration of "the college of tomorrow" — presents a realistic and confident discussion about the future of children and higher education. The reader, though, can scarcely escape the basis of the confidence: the fact that the future of higher education depends on each individual among us. We are "the IF."

YES, we are well aware of the fact that Commencement has been. We'll tell you all about it in the issue which will follow on this one's heels.

VOLUME 1 NUMBER 3

ALUMNAE NEWS

Published quarterly by the Alumnae Association of
the State Normal and Industrial College

JULIA DAMERON, *Literary Editor*

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All business correspondence should be addressed to
Laura Coit, Business Manager

GREENSBORO, N. C., JUNE, 1912

AT THIS the twentieth anniversary of the organization of our Alumnae Association, it seems fitting that we should review briefly its short history.

At that first meeting in May, 1893, the ten members of the class of '93, who has just received their commissions to go forth as the first representatives of our college, adopted and launched one plan that has been in continuous operation.

'93 established an Alumnae Fellowship, thus inaugurating the Alumnae Loan Fund and choosing in the very beginning the college watchword — "Service." . . .

Our little band has gradually been augmented by new members from each succeeding class and the work of raising and establishing our Loan Fund went steadily on, but the amount that could be raised was necessarily small. Our college president, knowing well the good that could be accomplished through an organization that was enrolling among its members representative young women from every section of the state, determined that our efforts should be supplemented. In May, 1903, he announced that he had secured the promise of the General Education Board to supply one-half of an Alumnae Scholarship and Loan Fund of \$15,000 upon condition that the Alumnae Association itself raise the remaining \$7,500 in three years' time.

Our Association at this time numbered 232 young women, most of whom were teaching on small salaries in the various public schools of the state; yet they undertook to raise their required share, and in January, 1906, the entire amount had been collected, generous assistance having been given by the Association of Former Students. William Jennings Bryan and wife contributed \$500 to this Fund and the classes of 1903 and 1905 each \$200.

In November, 1906, when the Alumnae Association and the Association of Former Students met at the college to plan their tribute to the memory of its founder, it was unanimously decided that the truest memorial that could be devised for him by these two bodies would be their effort to further the realization of the ideal in behalf of which he had spent his life — the possibility of an education to every ambitious and deserving young woman in North Carolina.

The work of these organizations becoming identical, at the following commencement they merged themselves under the name of the Alumnae Association, and undertook to raise the sum of \$50,000 to be known as the McIver Loan Fund.

For this purpose two field secretaries were sent out during the summer of 1907 to organize county alumnae associations. Twenty-five counties were organized. At the next meeting it was decided to appoint a field secretary who could devote her entire time to the work. Miss Spier was chosen, and up to the present time 68 counties have been visited, and 58 counties organized, resulting in pledges of \$22,280 and collections of \$6,443.

Through these county associations we have banded together more than 4,000 young women in every quarter of North Carolina.

The completion of this fund and organization of county associations is the paramount aim before us. Money raised by these associations is available for students from their respective counties as soon as collections are made. These funds are kept in constant rotation. . . .

The chief event of interest in 1909 was a special act of the legislature incorporating our Association.

1910 is memorable in the history of our college by the institution of the observance of Founder's Day. . . .

The alumnae feeling that the citizens of the state at large are not so thoroughly acquainted as they should be with their college for women, felt that they should keep such facts before the people as should give them a just pride in the college, and an intelligent knowledge of her accomplishments and needs. To this end a central committee was appointed, which attempted to establish sub-committees in each county to make a special effort to keep news of public interest concerning the college in the county papers as well as in the state papers.

The publication of the Alumnae News was begun in 1911.

Our Students' Building, costing \$60,000, owes its being largely to the efforts of our loyal alumnae.

Of our 554 graduates, nine-tenths have entered the teaching profession; about 50 have chosen the profession of trained nurse and are ministering to the sick from New England to Panama; some are merchants; some are in Y.W.C.A. work; some are stenographers; one is a chemist; one has charge of a hospital in China; many have chairs in women's colleges; a few are on the stage; many are happy wives and mothers, serving the state by rearing children who shall be better citizens for the patriotism and broader culture which is their heritage throughout college. . . .

Through her 4560 matriculates, two-thirds of whom have become teachers, "going into all parts of North Carolina afire with zeal and love for the state and her people, teaching lessons of patriotism and right living to more than 200,000 North Carolina school children, our college is no small factor in its influence on our present public school system." . . .

Some years ago, Dr. Egbert Smith said to the graduating class, "I do not know what each of you will be, but I know what each of you ought to be. Every one of you ought to be an agitator and a reformer."

Great things have been done in our state educationally in the last two decades.

Of these advances we are justly proud, but when we look at the other side of the picture our pride turns to humiliation; for there we see our beloved old North State standing only third from the bottom of the list in the sisterhood of states educationally, only two others having a shorter rural school term than ours, while as a nation our country gives its boys and girls twice as many school days annually as we do ours.

Is there not a broad field for us here? Could we not change public sentiment in our respective communities? Not in a day it is true, but it is the perpetual dripping that eventually wears away the granite.

And the men we send as representatives to our legislature — could we not agitate, agitate, agitate, so that when the question of public education comes up, they will be ready intelligently to enact measures that would advance our public school system?

Might we not make our Association one of the prime factors in the general public educational system in our state?

Our county associations can do much in this line. Could we not find some school in each county with whose teachers we might co-operate in an effort to develop a model rural school? . . .

"Let us then be up and doing—
Still achieving, still pursuing,"
and so fulfill the message of our beloved Dr. McIver: "Live more abundantly through more abundant service, striving hopefully for the larger things of life."

The Landscape ...

where

do

we

go

from

here

?

IN his recently published book *Landscape Architecture*, John Simonds says: "Man, the animal, *Homo sapiens* (the wise one), is a victim of his own planning. He is trapped, body and soul, in the artificial mechanistic environment he has created about himself. Somewhere in the complex process of evolving his living spaces, cities, and traffic ways, modern man has become so absorbed in the power of his machines, so absorbed in the pursuit of his new techniques of building, so absorbed with his new materials of construction, that he has neglected man himself. His own deepest instincts are violated. His basic human desires remain unsatisfied. Divorced from his natural habitat, he has almost forgotten the glow and exuberance of being a healthy animal and feeling fully alive.

"Many of contemporary man's ailments—his hyper-tensions and his neuroses—are clearly no more than the physical evidence of his rebellion against the physical environment and his frustration at the widening gap between the environment he yearns for and the stifling artificial one we planners have so far provided for him."

Further on in the book, Mr. Simonds says: "Modern man with his great knowledge has it within his power to create on this earth a paradise beyond his fondest dreaming. But he is failing. And he will fail so long as his plans are conceived in obvious and heavy-handed violation of nature and nature's principles. The most significant feature of our modern planning is not the scale of our structures, nor the scope of our developments, but rather our utter disdain of nature and our seeming contempt for topography, topsoil, air currents, watersheds, and our forests and vegetal mantle. Modern man thinks with his bulldozer, plans with his thirty-yard carryall. Millions upon millions of acres of well-watered, wooded, rolling ground have been blithely plowed under and leveled for home sites, factories, and schools. Small wonder so many of our cities and highways are (climatologically speaking) barren deserts of steel and masonry, and our subdivisions so often hardbaked stretches of treeless sand and shale."

These two statements of Mr. Simonds, I believe, bring out the crises of our time in land planning and usage. Where do we go from here?

You are all familiar, from your grade school days, with the land problems created with the old Southern cotton and tobacco farming economy. Then forests were cut down and the land planted with closely cultivated crops of cotton and tobacco. Contour planting was unheard of, cover crops were not used, and the topsoil, sooner or later, and mostly sooner, was washed away. Great gullies were washed into the fields; and as they occurred, the lives of tenants, sharecroppers and landowners alike were changed as a result. The rural economy was changed. Land was abandoned. Recreation areas were blighted. Many decades passed before attempts were made to reclaim the land and even yet much of it is unsuitable for growing anything except pulpwood.

What is our problem now? With soil conservation services, contour plowing, cover crops, grassland farming, soil banks and similar devices, farmland erosion is a minor problem. Rather, a greater problem is being created with our expanding population and its correspondingly necessary living and service areas. The urbanization of the country is our problem and the Supreme Court decision relating to re-apportionment of political areas is related to but one phase of the problem.

Every year about 8,000,000 acres of land are being taken out of production to build subdivisions, factories, and highways. The Interstate Highway System, which is supposed to have 70,000 miles of highway completed by 1970, will absorb 2,500,000 acres of land with its 300 foot right-of-way. Every subdivision with its new roofs and paved driveways and streets covers up to ten per cent of the land with impermeable materials so that water, which formerly entered the ground and became part of the ground water system, supplying wells and springs, is now diverted into gutters, catch-basins, and storm sewer systems, back into the ocean. This water will not have a chance to provide moisture for the growth of our beech, maple, hickory, and oak trees. Will these trees long survive?

New shopping centers with sprawling acres of low shops and their interminable acres of paved parking lots also are gnawing away at our accessible land areas. Is it better to have all these many acres of paving or should we have more open ground so that rainfall can enter the ground to replenish the ground water supply? Our grandchildren will have the answer, perhaps. Will they curse the shortsightedness of their forebears?

Our population is expanding—some experts say it is exploding. Where will our 3 or 4 children, our 12-15 grandchildren, and our 40-50 great-grandchildren live? Will we continue to take over more and more millions of acres for their conveyances and still more millions of acres for their convenient, neighborhood shopping centers? If we do, the time will come when the entire surface of the land will be covered with asphalt and concrete; the atmosphere will be filled with carbon dioxide from exhaust pipes of vehicles, from smoke stacks and chimneys and from back yard barbecues; there will be no grass, shrubs and trees to convert these noxious gases to life-sustaining oxygen and the population explosion will come to an end. In fact, the *population* will come to an end. We will not have to worry about the *Bomb*, unless the *Bomb* comes first.

Is this what we want? I cannot believe that it is, yet every indication is that it is so. Just go to the outskirts of our towns and see the new subdivisions, the new shopping centers, and the new highways. Go to some of the larger Eastern and Midwestern cities and look at their suburban and shopping center areas. You do not have to go that far, in fact. Look at the western and northern edges of our campus where dozens of 50-60-year-old trees were cut down and highways widened and rebuilt.

I am in agreement with a statement made some years ago by Walter Gropius: "Until we love and respect the land almost religiously, its fatal deterioration will go on."

On our campus now we have some 3,100 students. By 1970 we expect to have about 4,000. Living space must be provided and to provide this space more trees must be cut down and nine-story buildings erected. What shall we expect in the thirty years after that? Will we have any trees and grass by then?

I do not mean for this paper to be, or construed as, a diatribe against the expanding population. There is nothing I can do about that. It is a fact that must be reckoned with. It means that more intensive cultivation of our remaining areas is necessary.

What function shall our campus have in the landscape of the future? Remember Simonds' statement that many of our ailments are evidence of our frustrations at the gap between the environment we want and the artificial environment provided by the land planners. Perhaps our campus, between buildings, drives, and parking lots, can become an oasis in the desert of steel, brick, concrete, and asphalt surrounding us. Perhaps an area can be provided, or can be left, in its natural state (minus, of course, the honeysuckle and poison ivy). To do this our skills in gardening will have to be increased.

Here again I want to quote from Mr. Simonds' book: "A garden, perhaps the highest, most difficult art form, is best conceived as a series of planned relationships of human to human, human to structure, and human to some facet or facets of nature, such as the lichen-encrusted bole of an ancient ginkgo tree, a sprightly sunflecked magnolia clump, a trickle of water, a foaming cascade, a pool, a collection of rare tree peonies, or a New England upland meadow view."

"A garden is best conceived as an environment in which human life patterns may be ideally related to natural or man-made elements within the garden space. In such an ideal garden, the user is seldom conscious of the specific plan forms, but rather of the myriad pleasant relationships induced by the planned environment."

When John Glenn was asked his impressions of traveling around the world in 89 minutes, of having moved five miles every time his heart beat, he replied that he had nothing to relate to so that he had no impression of speed. We can draw an analogy to this and say that our buildings are becoming so large that we cannot relate to them. Perhaps, as Mr. Simonds says, we do need a garden where our life patterns can be related, not to structures and vast buildings, but to bloodroot and to the white water of small cascades.

Gardens, too, are related to religion. In our Judaeo-Christian religion we are familiar with the Garden of Eden from whence came all humanity, and with the Garden of Gethsemane where started the events celebrated in our Easter holidays. The great and beautiful gardens of Japan are usually associated with Buddhist temples or shrines. The word "paradise" is derived from an ancient Persian expression meaning "a walled garden."

For any of you who may wonder what all these philosophical matters have to do with Landscape Architecture, I want to cite a quotation from Dr. Charles W. Eliot, former president of Harvard University: "Landscape architecture is primarily a fine art, and as such its most important function is to create and preserve beauty in the surroundings of human habitations and in the broader scenery of the country; but it is also concerned with promoting comfort, convenience and the health of urban populations, which have scanty access to rural scenery and urgently need to have their hurrying, workaday lives refreshed and calmed by the beautiful and reposeful sights and sounds which nature, aided by landscape art, can abundantly provide."

Here we have the term "landscape architecture" defined as an art which is to create beauty and to promote comfort, convenience, and health. Is there another art with so great a responsibility?

Another function which I should like for our campus to serve is that of education in plant appreciation. So many times, in driving through new suburban areas or subdivisions we see that builders have used almost exclusively in "landscaping" their new houses a very small selection of the cheapest, and often most inappropriate, plants such as abelia, ligustrum, and nandina. There is a myriad of other plants which are suitable for use in home landscaping and what better place for our future homemakers to learn about them than on the campus where they will spend four years? We have started on this in a very small way through the cooperation of the Piedmont Association of Nurserymen, and we expect the tempo to pick up as we begin to get caught up with our basic work on campus and are better able to take care of new plants. Unfortunately, there is such little demand for the newer or better plants that there is little source for them locally.

Perhaps, too, there could be added to the curriculum, sometime in the future, a course in the Art, Science, and Philosophy of Home Gardening to supplement and augment the present course in Floriculture for the benefit of these future homemakers. There are now several courses offered in house design and interior design, as well as other courses in the Science and Art of Homemaking. Because the woman of the family is also responsible so many times for the exterior of the house and the garden surrounding it, she should know something of the fundamentals of that art so that a better foundation for this health-giving adjunct of the home can be prepared.

We know that the house builders are not going to provide this service as evidenced by the type of services given over so many years. Last January I attended a conference for nurserymen and landscape gardeners. One of the principal speakers was a director of the National Association of Home Builders who told these people: "So far as building contractors are concerned, all you landscape people can drop dead. We can get along without you."

Here might be the place to inject a quotation from other authors. In their little book on *Gardens*, Lady Allen of Huntwood and Susan Jellicoe wrote: "Gardens reflect the personality and idiosyncrasy of the maker and tender or the fashion of the period, and unlike houses they cannot be standardized or prefabricated. The problem of the modern house-builder is how to 'turn houses out in large numbers—how to rationalize their form and standardize their components.' Fortunately this cannot be done with gardens."

If some of you wonder, for example, why we do not have a "Williamsburg Garden" on campus, this might be the answer: we do not live in Williamsburg, our architecture does not suit this type of garden, our caretakers (tenders) are not trained in such intensive care, our style of living does not coincide with that of Williamsburg, and such gardens are not now the fashion.

Home gardeners should realize this, too. Instead of the stereotyped eight or nine shrubs lined up in front of the house and described as a complete landscape planting, gardeners should realize and take advantage of the difference in topography and of their own individual differences and create designs which will suit these differences. Just as one person may prefer paintings after the style of Rembrandt while another prefers the style of Picasso, so a person may prefer one style of gardening over another. There should be no emulation or copying of the neighbors for status-seeking or other reason.

We have seen in the last few years a trend toward "painting by numbers" wherein one may purchase a canvasboard or cardboard divided by lines and with each division containing a number. By painting each numbered division with a paint of corresponding number a picture is formed. This is not art. Neither is planting a few shrubs in a haphazard manner landscape art.

To comment further on the need for buildings and space, I have heard a little criticism of our use of several acres of land as a golf course rather than for buildings. There may be increased criticism in the future as the need for building space becomes more acute, and possibly someday the space will be preempted for buildings. But I should like for that open area to be maintained. I think that it is necessary so that students will not be hemmed in by buildings for their four-years-stay here and for the recreational advantages offered on it as well as for the use made of it in teaching. Furthermore, with the increase of carbon dioxide and monoxide, that area is useful for health reasons because each plant, each blade of grass, converts these gases to oxygen in their physiological processes. As more automobiles traverse our surrounding streets this becomes more important; and as more and larger buildings are erected, the more necessary an open space will be.

My comments have been on landscape architecture and problems related to this art. I am not a landscape architect. My training has been in the science of Ornamental Horticulture, which is the handmaiden of that art. My comments reflect my thoughts related to the subject as well as the thoughts of some of the practitioners of the art.

Speaking now as an Ornamental Horticulturist, I have another problem to pose for you. As you know, many Eastern and Midwestern cities have lost all of their elm trees through Dutch Elm Disease and Elm Phloem Necrosis. Others are maintaining their elms through extension and expensive spray programs. The American chestnut has been killed off by an imported blight within my lifetime. Mimosa Wilt, a disease with no known cure, makes the planting of mimosa trees a great gamble. With our emphasis on plantings of dogwood trees, what will happen to us and to our cities if a very serious pathogen similar to one of these should begin an attack on our dogwood trees. I think that we should not plant *only* dogwoods but intersperse them with other types so that if any one species is lost there will be others to fill the void caused by their loss.



CHARLES BELL has been working as Superintendent of Landscaping and Grounds at the Woman's College since July 1959. For a year and a half prior to his coming to the College, he was assistant horticulturist at the University of Chicago. An alumnus of Ohio State University, he holds a bachelor of science degree in agriculture, with a major in ornamental horticulture.

This article is a part of a speech which he made during the spring to the members of the Greensboro Chapter of the Alumnae Association.

facts

A developer. George Winston Hamer of Greensboro became the Woman's College's Director of Development on June 1. In this position, a new one for the College, he is to be concerned with all aspects of fund raising, promotion, and development. He will coordinate all campus news and publication efforts as well as all fund raising endeavors.

Formerly director of personnel administration for Cone Mills Corporation, Mr. Hamer is a native of South Carolina, a graduate of the University of North Carolina, and a former Navy lieutenant. Before his military service and his association with Cone Mills, he was a Boy Scout executive, working with councils in Greensboro, Goldsboro, and St. Petersburg, Florida. He served a time as associate editor of THE ALUMNI REVIEW at the University in Chapel Hill.

Mr. Hamer's Woman's College alumnae connections are several: his daughters, *Angela (Hamer) Dillard '53x* and *Janet Ernst Hamer*, a rising junior; his sister, *Elizabeth (Hamer) Pegues '27x*; and his nieces, *Gwen (Hamer) Griswold '53*, *Sylvia (Hamer) Ford '55*, and *Patricia (Hamer) Coley '59x*.

faces

Graduate dean. Dr. James S. Ferguson began his work as Dean of the Woman's College's Graduate School on July 1. Most recently Dean of the Faculty at Millsaps College in Mississippi from which he received his undergraduate degree, he had been a member of the Millsaps' History faculty since 1944. He received the master's degree from Louisiana State University and the doctor of philosophy degree from the University of North Carolina. He did post-doctoral work at Yale University as a Ford Foundation Scholar.

As Graduate Dean at the Woman's College, he succeeds Dr. Vance T. Littlejohn, head of the department of Business Education, who has served as acting Dean since the resignation of Dr. Junius Davis.

figures

Student research. Two undergraduate research training grants for advanced students in Psychology will be available at the College next session. Administered through the National Institute of Mental Health, the grants will carry a stipend of \$600 each plus allowances for apparatus and experimental expenses.

Repeat selection. For a second time the Theatre of the Woman's College has been chosen by the American Educational Theatre Association (AETA) for an overseas tour. Beginning on October 22, a company of eighteen will tour this country's Northeast Command (Newfoundland, Labrador, Greenland, and Iceland) to present the musical comedy "The Pajama Game." (In the summer of 1959 a Woman's College Theatre group, presenting "The Women," spent eight weeks in the Far East.)

The United Services Organization (USO) will administer the tour which will cover approximately 10,000 miles; the Department of Defense will supply transportation and a per diem to each company member; the audiences will be members of the Armed Forces throughout the Far North.

Performances will cover a five-week period. The company will spend a sixth week in Reykjavic, the capital of Iceland, to study the culture and geography of the country and to visit the University and the National Theatre of Iceland. The delay enroute is encouraged by the AETA-USO-Defense Department in order to emphasize the educational advantage of such a tour for the colleges selected to make them. A special course "Woman's College Theatre North Atlantic Tour" will be taken by the students on the trip for which they will receive academic credit.

An initial performance of "The Pajama Game" on the campus on October 17, and continuing through the 20th, will open the 40th anniversary season of the Theatre. For these performances the touring cast will be augmented by eighteen others plus a full orchestra. The nature of the tour limits the size of the company and the amount of equipment to that which may be transported in one plane.

Herman Middleton, head of the department of Drama, will be director-manager of the company. The School of Music and the department of Physical Education will cooperate in the production of the musical comedy.

Homan's biographer. Miss Ethel Martus, head of the department of Physical Education, has been awarded a grant from Wellesley College for research and the publication of a biography of Miss Amy Morris Homans, a pioneer in physical education for women.

Primary winner. Dr. Blackwell Robinson, associate professor of History, was successful in his bid on May 26 (primary election day) to gain the Republican nomination from the Sixth District of North Carolina for the U. S. House of Representatives. His election to the post will be subject to the general election vote in November.

Cutter lab. A grant of \$7,600 has been awarded to the College by the National Science Foundation as a part of its new Undergraduate Instructional Equipment Program. This money, along with a matching amount from the College, will be used to increase undergraduate participation in independent investigation and research and to improve undergraduate courses.

A major portion of the equipment to be purchased will be installed in the new Victor M. Cutter Undergraduate Research Laboratory on the fourth floor of the Science Building, a memorial to the late head of the Biology department. Attached to the research laboratory will be a large study area with individual carrels for student use.

A major portion of her husband's library has been donated by Mrs. Cutter to constitute the nucleus of a reference library for the study area. The library holdings will be kept up-to-date by the regular addition of books purchased from a memorial fund to which Dr. Cutter's friends are contributing.

A greenhouse. A large and modern greenhouse is currently being constructed at the south end of the Science Building. Its addition to the Biology department's facilities will make possible the addition of heretofore unavailable courses in plant physiology and will provide plant material for existing courses and research.

Head mathematician. Dr. Anne Lewis, head of the department of Mathematics, was elected chairman of the Southeastern section of the Mathematical Association of America during the group's annual meeting at the Woman's College in April.

Rowley memorial. Friends of Miss Abigail Rowley, who taught English at the College for thirty-two years, have established a memorial in her name through the Friends of the Library. The purpose of the fund is to purchase for the Library significant works representing Miss Rowley's special interest in the literature of the seventeenth century, particularly in the writings of John Milton. Milton's own love of books, his description of a good book as "the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life," make such a memorial especially appropriate for a teacher who brought to succeeding generations of college students her own knowledge and love of his writings. Contributions may be made payable to the Friends of the Library, specifically marked for the Rowley memorial, and sent to Mr. Charles M. Adams at the Library.

n Memoriam

Miss Abigail Rowley
 Harriet Nixon Dillon 1897x
 Eva Frances Farmer 1897x
 Ellen (Saunders) Fraps 1898
 Penelope (Davis) Plummer 1899
 Rosalind (Sheppard) Willis 1899
 Bessie (Tays) Donaldson 1900x
 Lena Boddie 1902x
 Julia A. Harding 1902x
 Lyda (Faison) Barnes 1903
 Sallie Slocum (Smith) Davis 1908
 Lucille (Middleton) Ivey 1912
 Ada (Guthrie) Neal 1915x
 Fannie Mit (Keel) Case 1919
 Esther (Holden) Abbott 1923x
 Mary Elgin (Trundle) Turner 1923
 Sudie (Murphrey) Fergusson 1924x
 Rebecca (Norwood) Fordham 1924
 Lucille Faison Aycock 1926
 Reba Evelyn (Rhea) White 1929
 Adelaide (Porter) McDonald 1936
 Catherine (Proctor) Adderton 1936
 Elizabeth (Whaley) Borrowes 1936
 VeLora (Gilliam) Scott 1940
 Blanche (Moore) Viverette 1941
 Lillie (Hill) Dalton 1943
 Cherry (Folger) Watson 1944

ews notes

'00 Next reunion in 1963

Emma (Bernard) Kaminer is a resident of the Parkway Rest Home, 174 Woodfin Street, Asheville.

Norma (Hardy) Britton practiced law for 34 years in the District of Columbia and Virginia. She now lives at 606-20th Street, South, Arlington 2, Va.

Leila Judson Tuttle lives at the Brooks-Howell Home, 29 Spears Avenue, Asheville.

'02 Next reunion in 1963

Virginia (Newby) Crowell, 600 W. Franklin Street, Monroe, recalls that "it took part of two days and a night, by train and boat, for me to travel from north eastern Carolina to attend college in Greensboro. Now I fly to visit my son in Houston, Texas, or to Florida, in less than three hours." Virginia has two grandsons and two granddaughters.

'05 Next reunion in 1963

Nettie (Beverly) Belvin lives at 300 W. Murray, Durham.

The Roxboro Junior Chamber of Commerce has recently started the plan of giving a memory book to an outstanding person. The book to include the name, photograph and write-up of the person. Bessie Heath Daniel was the first person to receive the book. "Miss Bessie", retired from agricultural extension work, now runs a large plantation, has a radio program and still is very active in all community activities.

'07 Next reunion in 1963

Eula May Blue, Box 783, Carthage, working for the United Insurance Agency of Carthage. After 43 years of teaching, she retired five years ago.

Eleanore (Elliott) Carroll, 102 Laurel Hill Road, Chapel Hill. She has three sons and one daughter and 12 grandchildren—from one week old to 19 years.

'12 Next reunion in 1963

Madge Coble lives with a sister at Route 10, Box 964, in Greensboro.

'14 Next reunion in 1964

After ten years as librarian in Hickory's Senior High School, Mary Elizabeth (Green) Matthews has retired and is now living with her sister, Susan (Green) Finch '18, in Thomasville.

Effie Newton, 209 Sutton Street, Fayetteville. Retired from teaching mathematics in Fayetteville High School in January, 1942, following a crippling automobile accident. For twelve years she served as secretary of the Cumberland County Democratic Executive Committee. She retired from this in May.

'18 Next reunion in 1964

Dr. Lula Disoway continues her work as Medical Director for the Good Shepherd Hospital in New Bern.

Marie (Lineberger) Richardson, 524 Maple Avenue, Reidsville. She recently made a trip to Dallas, Texas, to see her sixth and newest grandchild. A stop in Florida made it possible to see Marie (Richardson) Baker '52 and her family.

'19 Next reunion in 1964

Pearl (Batts) Richardson, 1525 Whilden Place, Greensboro. She has three children: a son, Joe, a furniture manufacturer's representative; Charles, a decorator, with studios in Greensboro; and a daughter, who lives in Greensboro.

Millie Pearson retired from teaching in high school in Avon Park, Fla. She has returned to her home in Bailey.

Martha (Speas) Phillips, 127 Mallette Street, Chapel Hill. Martha says they are enjoying her husband's retirement and their ten grandchildren.

'23 Next reunion in 1963

Grace (Albright) Stamey is serving as a member of the Woman's College's Extension faculty this summer. In two sessions, one in June at Burnsville School and the other in July at Asheville-Biltmore College, she has taught Physical Science for the Elementary Teacher, a graduate and upper undergraduate credit course.

Nell (Craig) Strowd, Route 3, Chapel Hill. Nell is serving a two-year term as president of the Democratic Women of Chatham County. She is vice president of the North Carolina Council on World Affairs, which annually sponsors the North Carolina Conference on World Affairs in Chapel Hill. She plans a three or four months tour of Europe, beginning July 20.

Elma (Harper) Pollock teaches Spanish at Gardner-Webb College, Boiling Springs. She spends her summers in her country home near Trenton.

Thelma (Harper) Winstead, 626 Piedmont Avenue, Rocky Mount. She is bacteriologist for the City Health Department. Her husband has been an invalid for almost three years.

Mary (Herring) Locklear, Route 3, Mount Airy. Mary took an early retirement, but was "drafted" to teach again last fall.

Eula Jennings lives at 211 Harvey Street, Elizabeth City.

Louise (Kornegay) Boney is executive secretary of the Duplin County Chapter of the American Red Cross and lives in Kenansville. She has two children and two grandchildren.

Catherine (Landon) de Tarnowsky, 1080 Eddy Street, San Francisco 9, Calif. She is still working for the government. She and her husband continue to enjoy their hobby of hiking, and they expect to go up to the Canadian Rockies during the summer.

Eunice (Mann) Credle makes her home with her daughter in Greenville. "It is truly a pleasure to watch the growth of my two grandchildren."

Ann Little Masemore, 220 Leak Avenue, Wadesboro. For the past two summers she has conducted the N.C.E.A. Tour to the N.E.A. conventions (Los Angeles in 1960, Atlantic City in 1961). This year she will go to Denver.

Julia (Montgomery) Street, 545 Oaklawn Avenue, Winston-Salem. She is the wife of a pediatrician and the grandmother of eight. "Our daughter, Carol (Street) McMillan '46, has four little girls, one my namesake, and our son, whose wife is Mary Jane (English) Street '51, has three boys and one baby girl. Since our children married I have had time to pursue the occupation I love most—writing. I have had four books published, as well as many magazine articles, stories for children, plays, etc. I now have with my agent two books dealing with the North Carolina coast, whereas the first three historical books all have mountain settings."

May (Shearer) Stringfield, Post Office Box 346, Thomasville. She has completed a two-year term as president of the Thomasville Woman's Club.

Syretha Sossamon, 12 Ambassador Apts., Hendersonville. She teaches in the Bruce Drysdale School.

Grace (Stone) Kennett, 1521 E. Geer Street, New Oxford Highway, Durham. She has four children—a son, H. C., Jr., with the Department of Agriculture in Washington; Stone, with the Department of Agriculture in Raleigh; Phillip, who graduated from State College in June; and Kay, a rising sophomore at Woman's College.

Susie (West) Mendenhall, 185 Woodland Way, Athens, Ga., was recently chosen as Citizen of the Week by a local radio station. The recognition was due to the outstanding work she does as executive secretary of the Clarke County Unit of the American Cancer Society. Her son, David, graduated at Darlington School in June and will enter the University of Georgia this fall. Susie is engaged in numerous community, church and social activities. Also, she "looks after" six university boys who room at her house.

Eleanor "Liz" (Whitley) Dill, 210 Arden Road, Foxcroft, Broomall, Pa. "My chief activities continue to be about the same—housekeeping and being a 'grandmommie' to three darling grandsons. We are hoping for a little girl this summer. Should we get her, I'll dream of W.C. for her, but Vassar has a stronger pull as her mother, grandmother and great-grandmother and aunts went to Vassar, so I will be out numbered. I'll think of something!" Liz writes hopefully of coming to the next reunion.

Margaret A. Williams, 316 N. 3rd Street, Wilmington. She teaches history in the New Hanover High School. She is a member of AAUW and the National Federation of Business & Professional Women's Club. She is first vice president of the local BPW branch this year.

'24

Next reunion in 1963

After teaching at Mars Hill College for 18 years, Collie Garner retired in June. "I plan to enjoy the leisure of not having to go to class and not having to grade papers. I hope to read a lot and to participate more in club and church activities."

'25

Next reunion in 1967

Mary (Bailey) Farrington, 222 Colonial Drive, Thomasville. "Since the death of my husband two years ago, my three children and my ten grandchildren are my joy."

Irma (Herring) Morgan teaches and lives at 217 Fisher Drive, Clinton.

Mary (Holland) Phillips, 608 E. Washington Street, Rockingham. Mary is music supervisor and choral music teacher in the high school there.

Mary Lee (Miller) Windsor, Box 2, Harmony. She has been teaching Spanish and English in the Harmony High School. Due to illness, she resigned for the last semester.

Audrey (Ratchford) Wagner, 600 Michael Drive, Grove Park, Charlotte 5. Audrey has retired from teaching.

Margaret (Thornton) Clover, homemaker, 7-C Chateau Touraine, Scarsdale, N. Y.

Grace (Welch) Boyd, 120 Broadmead, Princeton, N. J. Grace is a homemaker. Her son, Kenneth, graduated from Oberlin in 1961 and is now serving in the Army.

'26

Next reunion in 1967

Hazel (Cockerham) Shore teaches in Yadkinville.

Marie (Coxe) Matheson, Box 242, Conover. Marie, a homemaker, has a married daughter who has three little girls and one son. The Mathesons' son has just completed his freshman year at State College in Raleigh.

Christina (Curtis) Looper is studying at Duke University this summer, where she expects to receive her master's degree. This fall she and her husband will be members of the faculty of Patterson School for Boys in Lenoir.

Laura (Russell) Bell, Box 443, Duluth, Ga., is a medical librarian, V. A. Hospital, Atlanta, Ga.

Miriam (Dobbins) Haney, Spindale. She teaches in the elementary grades. She has two married children and three grandchildren.

Kathleen (Dyer) McGill now lives at Route 5, Box 465, Salisbury.

Winifred (Mode) Reid works in the post office at Rutherfordton.

Mary (Nisbet) Wheeler is a homemaker at 2525 W. Innes Street, Salisbury.

Agnes (Reeks) Walker teaches in the Gibsonville Public Schools, Gibsonville.

Lucille (Wynne) Broyles has moved from Moultrie, Ga., to Carthage, Mo.

'27

Next reunion in 1967

Marie (Foscue) Rourke, Box 628, Shallotte. She is homemaker.

Louise Gilbert, 514 Walnut Street, Statesville. Her studio is in her home, where she has 147 art pupils.

Lillian (Johnson) Anderson, 55 Beverly Road, N.E., Atlanta 9, Ga. Lillian wrote that she regretted having to miss the class reunion but her family was having a reunion. "Our son, Vincent, will come from Longview, Washington, and son, Paul, Jr., with Paul, III and Meggie from Beaufort, S. C."

Marianna Long, law librarian, Duke University, Durham.

Anne (McIntyre) Douglas, Box 432, Lumberton, teaches a sixth grade.

Mary Louise (Ragland) Ramey, librarian, Danville Public Library, Danville, Va.

Mildred (Reid) McKeithen, teaching and homemaker at Aberdeen.

Mary Josephine (Rhyne) Moore, homemaker, Mt. Holly.

Sarah Richardson is Dean of Women, Louisiana College, Louisiana. Because of commencement there, she was unable to attend her class reunion.

Lillian (Temple) Baucum, 1906 Ann Street, Wilmington. Teaching and homemaker. She has two married daughters and four grandchildren. Her youngest child, a son, has just completed his freshman year at State College, Raleigh.

After thirty years of service with the Agricultural Extension Service in Raleigh, Mamie Whisnant retired a year ago and is enjoying her hobbies. Mamie lives at 5062 Croydon Circle in Raleigh. "My main interest now is learning to play the electric organ. Other hobbies include reading, travel, sewing, and being lazy!"

Thelma Tolar is Mrs. John D. Shaw, Route 3, Siler City.

'28

Next reunion in 1966

Elizabeth (Glascow) Owen, 107 Edesto Avenue, Columbia, S. C. Homemaker. She has a son, 32 years old; two married daughters, and a 13 year old, who is in the 8th grade. She also has five grandchildren.



*Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?*

the COLLEGE of

TOMORROW

“WILL MY CHILDREN GET INTO COLLEGE?”
The question haunts most parents. Here is the answer:

Yes...

- ▶ If they graduate from high school or preparatory school with something better than a “scrape-by” record.
- ▶ If they apply to the college or university that is right for them—aiming their sights (and their application forms) neither too high nor too low, but with an individuality and precision made possible by sound guidance both in school and in their home.
- ▶ If America’s colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.

The *ifs* surrounding your children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation’s educators. But resolving them is by no means being left to chance.

- ▶ The colleges know what they must do, if they are to

meet the needs of your children and others of your children’s generation. Their planning is well beyond the hand-wringing stage.

- ▶ The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.

- ▶ Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.

- ▶ Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children’s educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education’s future remarkably exciting.

Where will your children go to college?

LAST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they cannot grow.

Many other institutions, public and private, *are* expanding their enrollment capacities and will continue to do so:

Private institutions: Currently, colleges and universities under independent auspices enroll around 1,500,000 students—some 40 per cent of the U.S. college population. In the future, many privately supported institutions will grow, but slowly in comparison with publicly supported institutions. Thus the total number of students at private institutions will rise, but their percentage of the total college population will become smaller.

Public institutions: State and locally supported colleges and universities are expanding their capacity steadily. In the years ahead they will carry by far the heaviest share of America's growing student population.

Despite their growth, many of them are already feeling the strain of the burden. Many state institutions, once committed to accepting any resident with a high-school diploma, are now imposing entrance requirements upon applicants. Others, required by law or long tradition not to turn away any high-school graduate who applies, resort in desperation to a high flunk-out rate in the freshman year in order to whittle down their student bodies to manageable size. In other states, coordinated systems of higher education are being devised to accommodate



students of differing aptitudes, high-school academic records, and career goals.

Two-year colleges: Growing at a faster rate than any other segment of U.S. higher education is a group comprising both public and independently supported institutions: the two-year, or "junior," colleges. Approximately 600 now exist in the United States, and experts estimate that an average of at least 20 per year will be established in the coming decade. More than 400 of the two-year institutions are community colleges, located within commuting distance of their students.

These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

Branch campuses: To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently arguing that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

Coordinated systems: To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for



ILLUSTRATIONS BY PEGGY SOUCHECK

example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

On the same day in late May of last year, 33,559 letters went out to young people who had applied for admission to the 1961 freshman class in one or more of the eight schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of the 1961 applicants was higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had to be turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turnaround.

The Ivy League experience can be, and is, repeated in dozens of other colleges and universities every spring. Yet, while some institutions are rejecting more applications than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have openings in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect:

► Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

► Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

► Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

► More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

► Exploration—but probably, in the near future, no widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

Despite the likely growth of these practices, applying to college may well continue to be part-chaos, part-panic, part-snobbishness for years to come. But with the aid of enlightened parents and educators, it will be less so, tomorrow, than it is today.

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon*.

Like most generalizations, these should be qualified. There will be students who are quite far from the average, and this is as it should be. But with international tensions, recurrent war threats, military-service obligations, and talk of utter destruction of the race, the tendency is for the young to want to cram their lives full of living—with no unnecessary delays, please.

At the moment, there is little likelihood that the urge to pace one's life quickly and seriously will soon pass. This is the tempo the adult world has set for its young, and they will march doubletime to it.

Economic backgrounds of students will continue to grow more diverse. In recent years, thanks to scholarships, student loans, and the spectacular growth of public educational institutions, higher education has become less and less the exclusive province of the sons and daughters of the well-to-do. The spread of scholarship and loan programs geared to family income levels will intensify this trend, not only in low-tuition public colleges and universities but in high-tuition private institutions.

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,666 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; the growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

Foreign study by U.S. students is increasing. In 1959-60, the most recent year reported, 15,306 were enrolled in 63 foreign countries, a 12 per cent increase in a period of 12 months. Students traveling abroad during summer vacations add impressive numbers to this total.

WHAT THEY'LL STUDY

STUDIES ARE in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

In the sciences, changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences in the social sciences and humanities, as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (e.g., colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

Mechanics of teaching will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

Great new stress on quality will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that *quality* might be lost in a national preoccupation with *quantity*. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely



to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (e.g., student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.'"

A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonium, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways."

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

Who will teach them?

KNOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the *real* income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales, generally, caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

► The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. “Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about,” says an experienced professor at a small college in the Northwest.

“An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence,” says another professor. “I have concluded that much of the difference between them and the students who are ‘alive’ must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting—and interested—seem to send us children who are interesting and interested.”

► The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women’s clubs and

alumni groups (“When am I supposed to find the time to check my lecture notes?”), but they take heart from the high regard for their profession which such invitations from the community represent.

► Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal check-points for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

BUT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor’s degree. More often it takes six or seven years, and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.’s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow’s college faculties.

This is not necessarily bad. A teacher’s ability is not always defined by the number of degrees he is entitled to

write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

IN SUMMARY, salaries for teachers will be better, larger numbers of able young people will be attracted into the field (but their preparation will take time), and fewer able people will be lured away. In expanding their faculties, some colleges and universities will accept more holders of bachelor's and master's degrees than they have been accustomed to, but this may force them to focus attention on ability rather than to rely as unquestioningly as in the past on the magic of a doctor's degree.

Meanwhile, other developments provide grounds for cautious optimism about the effectiveness of the teaching your children will receive.

THE TV SCREEN

TELEVISION, not long ago found only in the lounges of dormitories and student unions, is now an accepted teaching tool on many campuses. Its use will grow. "To report on the use of television in teaching," says Arthur S. Adams, past president of the American Council on Education, "is like trying to catch a galloping horse."

For teaching closeup work in dentistry, surgery, and laboratory sciences, closed-circuit TV is unexcelled. The number of students who can gaze into a patient's gaping mouth while a teacher demonstrates how to fill a cavity is limited; when their place is taken by a TV camera and the students cluster around TV screens, scores can watch—and see more, too.

Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and classrooms as are needed to accommodate all registrants in his course. Both the professor and the jokes are fresher, as a result.

How effective is TV? Some carefully controlled studies show that students taught from the fluorescent screen do as well in some types of course (e.g., lectures) as those sitting in the teacher's presence, and sometimes better. But TV standardizes instruction to a degree that is not always desirable. And, reports Henry H. Cassirer of UNESCO, who has analyzed television teaching in the U.S., Canada, Great Britain, France, Italy, Russia, and Japan, students do not want to lose contact with their teachers. They want to be able to ask questions as instruction progresses. Mr. Cassirer found effective, on the other hand, the combination of a central TV lecturer with classroom instructors who prepare students for the lecture and then discuss it with them afterward.

TEACHING MACHINES

HOLDING GREAT PROMISE for the improvement of instruction at all levels of schooling, including college, are programs of learning presented through mechanical self-teaching devices, popularly called "teaching machines."

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with



three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

Simultaneously, this action moves the student's answer under a transparent shield covering window C, so that the student can see, but not change, what he has written. If the answer is correct, the student turns another crank, causing the tape to be notched; the machine will by-pass this item when the student goes through the series of questions again. Questions are arranged so that each item builds on previous information the machine has given.

Such self-teaching devices have these advantages:

- ▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student—too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."
- ▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.
- ▶ The machine smooths the ups and downs in the learn-

ing process by removing some external sources of anxieties, such as fear of falling behind.

► If a student is having difficulty with a subject, the teacher can check back over his machine tapes and find the exact point at which the student began to go wrong. Correction of the difficulty can be made with precision, not gropingly as is usually necessary in machineless classes.

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to

learning which has previously been unknown. "Where television holds the danger of standardized instruction," said John W. Gardner, president of the Carnegie Corporation of New York, in a report to then-President Eisenhower, "the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant." Teaching machines are being tested, and used, on a number of college campuses and seem certain to figure prominently in the teaching of your children.

Will they graduate?

S AID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

"I'm happy I went to college back when I did, instead of now. Today, the admissions office probably wouldn't let me in. If they did, I doubt that I'd last more than a semester or two."

Getting into college is a problem, nowadays. Staying there, once in, can be even more difficult.

Here are some of the principal reasons why many students fail to finish:

Academic failure: For one reason or another—not always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

FUTURE OUTLOOK: High schools are tightening their academic standards, insisting upon greater effort by students, and teaching the techniques of note-taking, effective studying, and library use. Such measures will inevitably better the chances of students when they reach college. Better testing and counseling programs should help, by guiding less-able students away from institutions where they'll be beyond their depth and into institutions better suited to their abilities and needs. Growing popular acceptance of the two-year college concept will also help, as will the adoption of increasingly selective admissions procedures by four-year colleges and universities.

Parents can help by encouraging activities designed to find the right academic spot for their children; by recog-

nizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

Poor motivation: Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

FUTURE OUTLOOK: Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and under-achievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to



develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

Money: Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

FUTURE OUTLOOK: A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinform themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

Other probabilities: growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

Jobs: Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

Emotional problems: Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

FUTURE OUTLOOK: With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

Marriage: Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.

COLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all its aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class still smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands, of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but—as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

What will college have done for them?

IF YOUR CHILDREN are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

- In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To teach, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.

- Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.

- One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.

- Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.

- Shortages are developing in some professions, e.g., medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.

- "Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral is not lost on tomorrow's students.

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

AND EVEN with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine*: "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon.

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

► They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

► They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

► They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

► They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I



haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

► Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

DEPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

Who will pay—and how?

WILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

HERE is where colleges and universities get their money:

From taxes paid to governments at all levels: city, state, and federal. Governments *now* appropriate an estimated \$2.9 billion in support of higher education every year. *By 1970* government support will have grown to roughly \$4 billion.

From private gifts and grants. These *now* provide nearly \$1 billion annually. *By 1970* they must provide about \$2.019 billion. Here is where this money is likely to come from:

Alumni.....	\$ 505,000,000 (25%)
Non-alumni individuals.....	505,000,000 (25%)
Business corporations.....	505,000,000 (25%)
Foundations.....	262,000,000 (13%)
Religious denominations.....	242,000,000 (12%)
Total voluntary support, 1970..	\$2,019,000,000

From endowment earnings. These *now* provide around \$210 million a year. *By 1970* endowment will produce around \$333 million a year.

From tuition and fees. These *now* provide around \$1.2 billion (about 21 per cent of college and university funds). *By 1970* they must produce about \$2.1 billion (about 23.5 per cent of all funds).

From other sources. Miscellaneous income *now* provides around \$410 million annually. *By 1970* the figure is expected to be around \$585 million.

These estimates, made by the independent Council for Financial Aid to Education*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your check-book. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and your indirect support of higher education between now and 1970, if tomorrow's colleges and universities are to give your children the education that you would wish for them.

THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, room, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for



*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

In 1960-61, here is what the *average* male student spent at the *average* institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition.....	\$179	\$ 676
Board.....	383	404
Room.....	187	216
Total.....	\$749	\$1,296

These, of course, are "hard-core" costs only, representing only part of the expense. The *average* annual bill for an unmarried student is around \$1,550. This conservative figure, provided by the Survey Research Center at the University of Michigan for the U.S. Office of Education, does not include such items as clothing. And, as we have attempted to stress by italicizing the word "*average*" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone may now run as high as \$2,600 per year.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1970, according to one estimate, the cost of four years at the *average* state university will be \$5,800; at the *average* private college, \$11,684.

HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 23 per cent of average annual income.

How do families afford it? How can *you* afford it?

Here is how the typical family pays the current average bill of \$1,550 per year:

Parents contribute	\$950
Scholarships defray	130
The student earns	360
Other sources yield	110

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together of many sources of funds.

Is such scrambling necessary? The question can be answered only on a family-by-family basis. But these generalizations do seem valid:

► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (and even of the figures in this report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

► If they knew what college costs really were, and what they are likely to be in the years when their children are likely to enroll, many parents *could* save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time, as they obtained new information about cost changes.

► Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. (Colleges and other scholarship sources are seriously concerned about the fact, indicated by several studies, that at least 100,000 of the country's high-school graduates each year are unable to attend college, primarily for financial reasons.) Upper-middle-income families are, among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

► Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term





repayment of college costs, by students or their parents, strikes many people as highly logical.

Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse \$500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957-58 academic year, loans for educational purposes totaled only \$115 million. Last year they totaled an estimated \$430 million. By comparison, scholarships from all sources last year amounted to only \$160 million.

IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than \$700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 per cent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent (\$505 million) of such gifts: please note.

CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—i.e., actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

In sum:

WHEN YOUR CHILDREN go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understanding by thoughtful portions of the citizenry (particularly their own alumni and alumnae) of the subtleties, the sensitivity, the fine balances of freedom and responsibility without which the mechanism of higher education cannot function.

They will need, if they are to be of highest service to your children, the best aid which you are capable of giving as a parent: the preparation of your children to value things of the mind, to know the joy of meeting and overcoming obstacles, and to develop their own personal independence.

Your children are members of the most promising American generation. (Every new generation, properly, is so regarded.) To help them realize their promise is a job to which the colleges and universities are dedicated. It is their supreme function. It is the job to which you, as parent, are also dedicated. It is *your* supreme function.

With your efforts and the efforts of the college of tomorrow, your children's future can be brilliant. If.



"The College of Tomorrow"

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The Ohio State University

ELIZABETH BOND WOOD
Sweet Briar College

Louise (Shepherd) Adams, 3315 Hampton Road, Raleigh. Louise's only child, a son, graduated from Broughton High School in June.

Madge (Tweed) Matthews, 1354 Reynolda Road, Winston-Salem. Teaching again, after 15 years of "recess". Her son, Chuck, age 17, has been chosen by the American Field Service to spend two months this summer with a German family in Busum.

'29

Next reunion in 1966

Nancy Perry graduated from Durham High School in June; Dorothy Perry is a rising senior at Woman's College. Nancy and Dorothy are the daughters of Mr. and Mrs. T. O. Perry (*Hazel Bullock*), 1502 Washington Street, Durham. Hazel has resumed teaching. The family plans a northern trip this summer—Washington, Philadelphia, New York City, Montreal, Toronto and Niagara Falls.

Margaret (Causey) Stafford, Julian, teaches third grade in Nathanael Greene School.

Lucile (Miller) English is a homemaker at 317 W. Thomas Street, Salisbury.

Ruth Phillips, 10602 Shaker Boulevard, Cleveland 4, Ohio. Teaching and spending the summers at her home in Dalton, N. C.

'30

Next reunion in 1966

Ruth (Dodd) Morgan, Box 668, Sylvia. She has four children, Ruth 17, May 16, Susan 13, and Ralph, Jr. 6. Ruth's husband is a physician, with a specialty in cardiology. From June 1st to November 1st, Ruth operates the Riverwood Craft Shop on Highway 441 in Dillsboro.

A poetry book, *Ten Angels Swearing*, by Dorothy (Edwards) Summerow was recently discussed by Catherine (Cox) Shaftesbury '27, or the Forthnightly Book Club of Hickory. Dorothy is presently an interior decorator who assists her husband in his furniture store business in Gastonia. The Summerows have three married daughters, three grandchildren, a daughter who is a senior at Duke University and a 12-year-old son.

Mary Lois (Ferguson) Fulton, Franklin.

Lois Jennings, Route 1, Olin, teaching in the Union Grove Elementary School, Iredell County. "Expect to tour Mid-Western states and go to World's Fair in Seattle in July."

Frankie-Jo (Mann) Torpy, 2508 Central Avenue, Alexandria, Va. Attending summer school at VPI in Blacksburg, Va.

Ruthie Shafer, cashier at Woman's College, is the new president of the Pilot Club of Greensboro.

'31

Next reunion in 1966

Miriam (Block) Lubin, 2209 Quinton Road, Silver Spring, Md. Miriam is working at the National Institute of Health. The Lubin's oldest daughter, Joan, spent her junior year at the University of Manchester, England. Daughter, Beth, is a rising high school senior.

Ruth (Ellen) Johnson, 912 S. Madison Avenue, Goldsboro. Her husband is psychiatric director in the Social Service Department, Cherry Hospital, Goldsboro. They have two children, Ruth Ellen, a rising junior at Meredith College and Ken 14, a ninth grader.

Odessa (Hunter) Rayhill, Post Office Box 537, Lexington. Secretary at the United Furniture Corp.

Kate (Robinson) Farr, Greensboro, was named president of the State Officers Club of the Daughters of the American Revolution at the state DAR convention in March.

'32

Next reunion in 1966

Janie (Brame) Robertson, 14 Woodland Way Circle, Greenville, S. C., was among those attending the class reunion. The Robertsons have twin boys who graduated from Davidson College in June. One will start the study of medicine at the University of North Carolina, Chapel Hill, in the fall, while the other goes for Army duty. Daughter completed her freshman year at Sweet Briar. Mr. Roberson is a textile executive.

Maggie (Honeycutt) Shafer, Salisbury, was a candidate for the State Senate. She has served in numerous church, civic and community organizations and was honored as Woman of the Year in Salisbury.

Kathryn (Lee) Morrow, 500 S. Hayne Street, Monroe. The Morrows have a son, Robert Allen, who received his master's degree in math from State College in Raleigh, and now teaches at Charlotte College.

Avis (Little) Rollins, 2201 Terrace Road, Augusta, Ga. Teaching.

Margaret Sledge, 411 Elm Street, Weldon.

Estelle (Shaw) Winchester, Route 2, Summerfield. Her daughter, Ann, completed her freshman year at Woman's College in June.

'33

Next reunion in 1965

Elizabeth (Lowdermilk) Atkins, 3116 Cliff Avenue, Richmond 22, Va. "It was wonderful to come back for commencement and see my daughter, Betty (Atkins) Bland, gradu-

ate. My mother, Bessie (Ingram) Lowdermilk, attended our Alma Mater in 1910 and 1911, so we are keeping this in the family."

Gardening, housekeeping substituting teaching, various clubs, president of Creighton Home Demonstration Club in Henrico County, Girl Scouting, as troop consultant and coordinator of program change—these are the things in which *Margaret (Watson) Trahan* of Ellerson, Va., is involved.

'34

Next reunion in 1965

Annie Bower (Beach) Saylor, 2316 N. 24th Street, Apt. 2, Phoenix 8, Arizona. "I came here in 1955 for asthma. The Valley of the Sun is a wonderful place to live. I teach third grade in one of the many elementary schools here. I'm fast becoming a westerner."

Anne (Coogan) Catlin has been appointed director of libraries at Juniata College, Huntingdon, Pa. She lives at 5544 Fair Oaks Street, Pittsburgh, Pa.

Agnes Martin is Mrs. W. Raymond McKenzie, 117 Taplow Road, Baltimore 12, Md.

Louise (Nash) Dorsett, Mt. Gilead. She is a caseworker with Montgomery County Welfare Department. "Our daughter, almost sixteen, is spending a month visiting friends in Belgium. The friends are the family of a man who befriended my husband during the Battle of the Bulge in December, 1944. The teenage son and daughter spent a month last summer with us and Marion is returning the visit. She will also do sightseeing in Belgium, France, Holland, and West Germany. Two other families in Holland whom my husband met in service invited Marion to spend a part of her time with each of them. This should be quite an experience for a rising high school senior."

Frances (Swift) Olney, 1 Corimer Road, Lincoln, R. 1. They have three children, Peter 18, who has just completed his first year at Wesleyan; David 14, and Debbie 9.

'35

Next reunion in 1965

Mebane (Holoman) Burgwyn, Jackson. Mebane received her master's degree in guidance and has been working as Director of Guidance Services in Northampton Schools. Her daughter, Jo, graduated in June from Woman's College. Son John and his wife have a baby daughter, Lisa. "The title of grandmother is the best yet!" The Burgwyns have two sons in high school.

Katherine (Miller) Arthur, 1828 W. Davis Street, Burlington. Teaching English at Williams High School. The Arthurs have three children, James H., Jr., married to *Amelia McGinnis* '60; Leonora, who gradu-

ated from Duke University in June and was planning a wedding; and Kacky, who graduated from high school this year.

Lt. Col. *Kathryn J. Royster*, 2001 N. Adams Street, # 231, Arlington, Va. Executive secretary for Defense Advisory Committee on Women in the Services in the office of Assistant Secretary of Defense at the Pentagon.

'36

Next reunion in 1965

Florence (Greis) Sumner, 5018 Park Road, Charlotte. Speech therapist, Charlotte-Mecklenburg Schools. Florence, a widow, is the mother of three daughters. She is also the grandmother of two.

Lela Ritch Hooker to Lawrence Holman Miller, April 15, San Francisco, Calif. At home, 203 Hillside, Mill Valley, Calif.

Alice (Watson) Miller's daughter, Elizabeth Ann, who will be a student at the Woman's College in the fall, has been awarded the Mary Eliza Spicer Scholarship, which is presented annually to an entering freshman who has a special interest and aptitude in languages.

'37

Next reunion in 1969

Grace (Bell) Gunning, 18011 10th Street, N.W., Seattle 77, Wash. The Gunnings have three children: a son, Dade, who will enter Northwestern to study electrical engineering; and two daughters, Mary Wills and Sarah.

Nell (Cobb) Miller, R.F.D. # 2, Box 417 A, Crownsville, Md. Teaching third grade, South Shore School. She recently spent some time in Guatemala City, Guatemala, visiting her sister, *Elizabeth (Cobb) Russell* '32, who was recovering from an operation for Parkinson's disease.

Thelma Kiliam, 27 Mountain Terrace, Asheville. Teaching.

Elizabeth (Wenz) Sharp, 6339 Aberdeen, Dallas 30, Texas. Homemaker.

'38

Next reunion in 1963

Jean (Abbott) Harriss, 1520 W. Nash Street, Wilson, continues to be busy with four daughters, ages 20, 18, 16, and 10. Two of them will be students at Woman's College in the fall. Jean teaches business education at Fike High School.

Gertrude (Applebaum) Sheppard, 330 N.W. 53rd Avenue, Miami 44, Fla. Children's counselor at Montmorte Hotel. The Sheppards have two children, Susan 14 and Ralph 9.

Elizabeth Clay, 1420 Ida Street, Durham. Guidance coordinator and counselor, Southern High School.

Elizabeth (Davis) Hall, 6809 Starcrest Drive, Charlotte 9. Librarian, Montclair Elementary School.

Vivian (Rothacher) Keiser, 46 Roseland Terrace, Longmeadow, Mass. "We have two sons—Jack, who will enter Colgate University in the fall, and Steve, a high school freshman."

'39

Next reunion in 1964

Mary Jane (Crenshaw) Whitehouse, 3 Riggs Court, Apt. 2, Washington 6, D. C.

Dorothy (Ficker) Jenkins, 420 Badford Road, Ridgewood, N. J. Homemaker.

Grace (Hilford) Polansky, Long Shoals Road, Skyland, working at United Social Services, Asheville, as case worker. She is the mother of two children, daughter Vaughn 10 and son Jonathan 7.

Arlene (Littlefield) Pizzi, Route 27, Edgecomb, Maine. Following the death of her husband, Dr. F. A. Pizzi, she returned to teaching science and English in Boothbay Harbor High School.

Hilda (Snyder) Williams, 1709 Sunset Place, Fort Myers, Fla. "My 15-year-old daughter, Cathy, has been selected to go to Senior Girl Scout Roundup in Vermont this summer. My other children are: June 12, Judith 10, and Kim Elizabeth 6."

Edith (Winborne) Gordon, 6559-28th Street, N., Arlington 13, Va. Working for Congressman Bonner's Committee on Merchant Marine & Fisheries. The Gordons have a 15-year-old son.

'40

Next reunion in 1965

Barbara (Brown) Rousseau, Box 98, Route 1, Smyth Road, Manchester, N. H. Barbara's husband is semi-retired, which makes it possible for them to travel during the summer months. This summer they will attend the fair in Washington State, go to California, and then home via the Grand Canyon. The Rousseaus have two children, a girl 4½ and a son 13 months old. Barbara has two children by a previous marriage which brings their total to four.

Helen (Cohen) Fagelson, 1412 Key Drive, Alexandria, Va. Homemaker and caring for 12-year-old son.

Helen (Howerton) Lineberry is the new president of Tea and Topics Book Club in Greensboro.

Frances (King) Wyrick's son, Samuel, graduated from the Asheville School for Boys and will enter Harvard College in September.

Sam is one of eight North Carolina boys to be admitted to the undergraduate college of Harvard University. The Wyricks live in Greensboro.

Ruth (Palmer) Bell has moved from Little Silver, N. J., to 371 Harvey Court, Wyckoff, N. J.

Peter Taylor, author and member of the English faculty at Ohio State University, Columbus, Ohio, took part in the fourth annual Archive Festival, held at Duke University during April. Mr. Taylor is the husband of Eleanor Ross.

'41

Next reunion in 1966

Edna (Groves) Heffron, 2420 Meadow Road, Louisville 5, Ky. Homemaker.

Susan Jane (Hunter) Petree, Tobaccoville. Susan lost her husband in March of 1961 and her third son was born three months later. Her older sons are 12 and 7.

Betty (Lippman) Fluck, 34 Shamrock Circle, Poughkeepsie, N. Y. Betty has just completed a two-year term as PTA president. She teaches part time at Vassar College.

Lillian (Montgomery) Carter, 5317 Mitchell, Oklahoma City 45, Okla.

Sarah (Ramsaur) Heyward, 326 N. Magnolia Street, Racford. The Heywards have a new son, William Bailey, Jr., born January 2. Their oldest enters Woman's College in the fall. The family includes three daughters and two sons.

'42

Next reunion in 1967

Sara E. Anderson, Box 239, Madison College, Harrisonburg, Va.

Judy Barrett was installed as president of the Raleigh Pilot Club during May. As a part of her official duties, she will attend the national Pilot Convention in Washington in late July.

Margaret (Barringer) Brooks, 3929th ABRON (Box 31), APO 241, N. Y., N. Y. The family now lives in England, where Lt. Col. Brooks is stationed. "Our family includes Ann 18, Ben 15, Dave 13, Mike 11, Pete 10, and Scott 6 months."

Mary Ruth (Butler) Bailey, Route 6, Salisbury.

Annie Ruth (Clark) Milikin teaches home economics at Deep River School in Lee County. She has one son, Roger 16.

Lucille (Patton) Boatwright, Quarters 32, Fort KAM, APO 953, San Francisco, Calif.

Anne (Pearce) Weaver is recreation director of the Winston Salem YWCA.

Susan (Seagle) Dunlap, 240 W. Beach, Long Beach, Mississippi. Homemaker.

Barba Gray (Troxler) Robertson, homemaker, Swannanoa. Mr. Robertson is Director

of the Juvenile Evaluation Center for the Board of Correction of N. C.

Anne (Turrentine) Hazen, Nashville, Tenn. Anne's interests include scout and church work.

Frances (Whalin) Dulin, 3031 Selwyn Avenue, Charlotte 9. The Dulin's oldest daughter, Jan, will enter Woman's College in the fall. Their twin daughters, Martha and Lucy, will be high school juniors and their son, Charlie, will enter first grade.

Doris (Whitesides) Reeves, Upper Crabtree, Haywood County.

'43

Next reunion in 1965

"The Life and Work of Sigmund Freud" by Ernest Jones was reviewed for the Greensboro Soroptimist Club by *Mary Frances (Bell) Hazelman*.

Emmie (Dark) Lane, 522 W. Elk Street, Siler City. Teaching. Last year she became a member of Alpha Delta Kappa.

Marjorie (Gelston) Joyce lives at 189 Winthrop Avenue, Albany 6, N. Y.

Mary Lois (Gordon) Thomas was spokesman for the Gordon family at a service on May 6 when they presented an organ in memory of her mother to the First Baptist Church in Pilot Mountain. Contributing to the gift were Mary Lois, her father, Mr. I. M. Gordon, and her sisters, *Evelyn (Gordon) Ripple* '28 of Winston-Salem and Mrs. Isenhour of Salisbury.

Margaret (Grantham) Sherry, 452 N. Polk Street, Lancaster, Wisconsin. Mr. Sherry is vice president of the Lancaster State Bank. The Sherrys have three children, two boys 15 and 5 and one girl 13. Margaret is a Girl Scout leader and teaches a Sunday School class.

Ruth (Porter) Short, 385 East 222nd Street, Euclid 23, Ohio. Ruth works at the Y. W. C. A. in Cleveland.

'44

Next reunion in 1965

Lloyd Spaulding, husband of *Jonnie (Abernathy) Spaulding*, has been named director of the Pitt County Industrial Education Center. The family moved to Greenville in June from Marlboro, Mass.

Julia (Bazemore) Johnston, Kelford. Julia says that she and her husband are engaged in church, community and civic organizations, with these activities claiming much of their time.

James Twitty, husband of *Anne (Butler) Twitty*, had a showing of his paintings at the Design Associates Gallery in Greensboro during May. They now live at 3122 Dumbarton Street, N.W., Washington 7, D. C.

Annie Lanier (Holmes) Jones, 6122 Lansing Drive, Charlotte 7. Anne is the mother of three sons, 15, 12 and 5 years, and she also teaches.

Claire (McRoberts) Bartlett, 4316 N. Carlyn Springs Road, Arlington, Va. The Bartletts will soon be in Norfolk, Va., where he will be Chief Staff Officer of Amphib Group 6, United States Navy.

Rebecca (Oehler) Bennett, Box 912, Dahlonga, Ga. Becky's hobby has turned into a business, so her basement has become her workshop, as she teaches 30 persons who take lessons in ceramics. In addition to her regular pupils, she always has those who are engaged in special projects and come to her for assistance. After leaving college, she did commercial art at Langley Field, Va., working at the Aeronautical Experimental Station. Following this she attended the Philadelphia School of Occupational Therapy and then served as an occupational therapist at the Veteran's Hospital and at Ft. Bragg. Later she served as a surgical technician at the Frankfort Military Post, Frankfort, Germany. While her husband, now a retired lieutenant colonel in the Army, was stationed at Ft. Benning, Ga., Becky developed an interest in ceramics. Since that time she has taught and studied in the field. She is also the mother of two sons, Jay 9 and Henry 7.

Margaret (Simpson) Fawcett, Burlington, made a three-weeks trip to Hawaii in March, where she visited *Virginia (Sterling) Hannah* '40.

After sixteen years at Memorial Hospital in Charlotte, *Arlene Steinacher* has changed jobs and now holds a similar position in the laboratory at Mercy Hospital in Charlotte. She works with the Little Theater and the Charlotte Choral Society, the latter now nationally famous for its "Singing Christmas Tree."

'45

Next reunion in 1964

Elizabeth (Breedon) McLaurin, 1312 Whitaker Drive, Columbia, S. C. "Punkin'" says she is strictly a homemaker, practicing her profession (dietetics) on her family of three.

Hallie (Etheridge) Wannamaker, 1484 West Highway 96, Arden Hills, St. Paul 12, Minn.

Margaret (Fonville) Millsaps' husband is a Commander in the U. S. Navy and they have four children. They live at 1867 Bayview Blvd., Norfolk 3, Va.

Anna Graham, 405 Hawthorne Road, Baltimore 10, Md. Working for Hobart Manufacturing Co.

Greensboro's Gate City Service League, organized in March, named *Elaine (Miller) Odenwald* its first president. The club will become affiliated with the North Carolina Federation of Women's Clubs.

Born to Mr. and Mrs. John Neal (*Henrietta Manget*), a son, Frederick Manget, February 22, Asheboro. The Neals have two daughters, Henriette 9, called Hank, and Lucette 6, called Luke.

Joye (Miller) Lentine, c/o VA Hospital, Ft. Lyon, Colorado. Homemaking.

Martha Lee (Sherrill) Mathews, 2634 Ashford Road, N.E., Atlanta 19, Ga. "Our fourth child, a daughter, is nine months old."

Virginia Betty (Simmons) Barber, 2424 Rosewood Avenue, Winston-Salem. The Barbars have three children, W. Main, Jr., 13, Virginia Betty 12, and Preston Reed 17 months.

Elia Gray Wilson to Leon Martin Ennis, Jr., March 24, Dunn. Leon received his undergraduate and master's degrees in business administration from the University of North Carolina, Chapel Hill. He is an accountant with the firm of John C. Muse and Company. The bride received her master's degree in physical education from the University of North Carolina and is working toward her doctorate in physiology there. At home, 310 N. Gulf Street, Sanford.

'46

Next reunion in 1964

Hazel (Gilchrist) McDowell has moved into their new house at 2740 Janellen Drive, NE, Atlanta 6, Ga. "In November we adopted a wonderful little two-month old daughter, Jean Carol."

Juanita (Hatfield) Kirchgessner now lives at 87 Marion Street, Paterson 2, N. J.

Nancy (Loyd) Vernon, 1404 Mason Farm Road, Chapel Hill. Working part-time at U. N. C. Press. Nancy has three children.

Mary Lee (McMahan) Hoyle lives at Coolceme, where her husband is co-owner of a drug store. The Hoyles have a son, David 10, and a daughter, Beth, who will begin school in the fall.

Agnes (Manson) Jones, 128 Gatewood Avenue, Crewe, Va.

Susie (Robbins) Mowbray, 304 Parkway Drive, Wilmington. The Mowbray family, consisting of Patricia 13, Anne 11, and George 6, plan their vacation as a family camping trip to the Smokies.

Jean (Ross) Justice, 430 E. Davenport Street, Iowa City, Iowa.

'47

Next reunion in 1964

Jean (Adams) Mabry, 1449 Capri Road, S.W., Winston-Salem. Jean's son, Jimmy, will begin kindergarten in the fall.

Geraldine (Jarman) Inman, R.F.D. 1, Whiteville. Librarian, Hallsboro High School, Hallsboro, and the mother of two: Alfred, III, 6, and Eric, 4.

Peggy Ruth (McIver) Barksdale, 3621 Dade Street, Raleigh. "We have an adorable little girl, Dianne Beverly, 3 years this July, and we are adopting a little boy from Children's Home this summer." Peggy is a member of Raleigh's Junior League and directs a Girl Scout Chorus.

Helen (Miller) Klassett, 1109 Tenth Avenue, N.E., Hickory. Helen studied last summer at Stetson University, Deland, Fla., and is working toward her master's degree there this summer. She teaches in the Hickory High School.

Judy (Parham) Powell is a busy homemaker at 3071 Huntington Drive, Spartanburg S. C. The Powells have two children, Kathy 11 and Ted 8. The children take piano lessons, are active in scouting and Ted is interested in Little League baseball. The family built a swimming pool last summer and enjoy this immensely.

Jessie (Potts) Owens, 65 Avondale Avenue, Charleston, S. C. Dr. Owens is finishing his internship at the Medical College Hospital. He will have one year residency in medicine and then he plans to do general practice. Jessie is dietitian at the hospital. Work, plus two children, keeps her busy.

Dorothy (Pugh) Benton was appointed during the spring as secretary of the Apex Chamber of Commerce, which was organized in 1958 and currently has a membership of 67. Prior to this appointment, Dorothy was associated with the North Carolina Industrial Commission for six years.

Naomi Rahenkamp to Gordon Erbe, during June in Greensboro. Mr. Erbe is employed by Farm Fresh Packing Corp. of Hightstown, N. J. At home, Route 1, Robbinsville, N. J.

In June, Margaret Daniel (Wilkerson) Thurston, husband Bob, and children, Bobby 9, Elizabeth 5, and Dannie 3½, moved from Greensboro to Dallas, Texas. Their address there is 3351 Regent Drive, 12 miles from downtown Dallas. Bob is supervisor for agencies in five states connected with Peoples Home Life. His territory includes Texas, Mississippi, Arkansas, Louisiana and Oklahoma.

'48

Next reunion in 1964

Mary (Creety) Nikas, 848 Blue Ridge Court, N.E., Atlanta 6, Ga. In addition to being the mother of two: George 9½ and Katherine 12, Mary has her own commercial interior design firm—Interiors for Business.

Born to Mr. and Mrs. Allen Ledbetter (Bobbie Duncan), a son, Scott Allen, February 16, Smyrna, Ga.

Sybil Jean Matthews to Robert Oliver Edwards, June 23, Roseboro. The bride received her master's degree from East Carolina College and taught at Clarence Poe School in Raleigh for several years. The bridegroom is a graduate of State College, Raleigh, with a degree in agricultural education. He is assistant manager and association appraiser of Federal Land Bank Assn. of Smithfield.

Carlita (Nesslinger) Georgia has been living at Madrid Road, Potsdam, N. Y. At the time of her husband's death last October, he was visiting professor of mathematics at Clarkson College of Technology. "Terrie" has been writing the weekly social column for the Potsdam newspaper and a bi-weekly column entitled "Nature Rambles". This fall she will begin teaching biology at the New York State University, College at Oswego, where she and her two little girls, ages 3 and 5, will move.

Georgia (Olive) Davis, 115 Canterbury Road, South, Charlotte 7. Her husband is president of Davis-Harkness Co., representatives for steel mills specializing in industrial steel. They have three children, Lauren 5, Kent 4, and Dawn 9 months.

Geneva (Stafford) Bebbler, 542 Brookdale Drive, Statesville. Teaching fifth grade at N. B. Mills School in Statesville. The Bebblers have two sons, Bruce 10 and Tony 6.

'49

Next reunion in 1963

Sarah (Howell) Eagling, 916 Sylvia Drive, Lodi, Calif.

Helen (Jacob) Blonstein, 4939 Glenmeadow, Houston 35, Texas. They have three children, a son Steven Lee, and twins, son Barry Jay and daughter, Robin Kay.

Janet (Jones) Banzhof, Box 5411, Winston-Salem, says that their first born is a son, Frank Stanley.

Martha (Luther) Shelton, 1151 Strathmore Circle, Winston-Salem. Her husband is a fence building contractor. They have three children, Sunshine 10, Johnny 8, and Laura 3.

Robinette (Mcador) Husketh teaches home economics and lives at Route 1, Creedmoor.

Bernice (Sharpe) Haynes teaches at Union Grove School and lives at Harmony. She has a son.

'50

Next reunion in 1963

Sallie (Calvert) Taylor, 2404 Tulane Drive, N. Hyattsville, Md. Sallie teaches and her husband is attending the University of Maryland.

Nancy Reid Campbell to John Monroe, May 25, Charlotte. Nancy taught in the Durham City Schools until she was recently employed by the Research Triangle Institute. The bridegroom, who was previously employed by the University of North Carolina and the Research Triangle Institute, is an employee of the National Analysts, Inc., in Philadelphia and is a member of the graduate faculty at Villanova University. He received his B.S. and master's degrees from Iowa State College. At home, 6301 North Tenth Street, Philadelphia, Pa.

Born to Mr. and Mrs. Sam J. Ervin, III (Betty Crawford), a fourth child (second daughter), Margaret Bell, May 16, Morgan ton.

Lydia James, 47 Valley Park Road, Chapel Hill. Music teacher.

Barbara (Moormau) Wright, Kewaunee, Wisc. The Wright family includes Ruthie 8, Larry 7, Lloydie 5, and twins, Sarah and Elizabeth 3. Barbara served as president of the local Woman's Club last year and her husband serves as assistant scout master.

Catherine (Quick) Ambos, 47 Lake Street, Sherborn, Mass. She writes that they are settled in a small town west of Boston and that the whole family "loves it here."

Eleanor Rigney, a teacher in Huntersville, is touring Europe this summer. In April she was elected to the steering committee for US History in educational TV and she has been appointed chairman of the curriculum study committee for US History in the Charlotte-Mecklenburg Schools.

After nine years in California, Adelaide (Sigmund) Smetana and her family have moved to 800 Richmond Street, Raleigh. Dr. Smetana will become an associate professor of mechanical engineering at North Carolina State College.

'51

Next reunion in 1968

Born to Mr. and Mrs. Owen V. Braun (Rosemary Barber), a second son, Harold William, March 27, Atlanta, Ga. At home, 2040 Fisher Trail, N.E., Atlanta 6, Ga.

Sarah (Bennett) Garrett, 5712 Kanawha Road, Lynchburg, Va. Homemaker and mother of two, Ruth 6 and Steve 3½. Her husband is an engineer with General Electric.

Emily (Blackwell) McClamrock, 708 Nelane Drive, Garner. Homemaker.

Josephine (Cusick) Bond has moved from Dallas, Texas, to 2642 Oberlin Drive, Raleigh.

Mildred (Ferguson) Courtney has moved from Waynesboro, Va., to 3614 Lightner Drive, Tampa 9, Fla.

Muriel (Callagher) Wilcox has moved from Chattanooga, Tenn., to 187 Pennsylvania Avenue, Winston-Salem.

Joan Corinne Hall, Com. '51, assistant purchasing agent for a company in Mayodan.

Helen (Hendren) Stewart, Com. '51, lives at 908-7th Street, Spencer. She has two children, Timothy 4½ and a daughter, Mitzi 5 months. Mr. Stewart is a field representative with the Social Security Administration in Salisbury.

The R. Norman Harden's (Mary Katharine Johnson) new address is 1906 Brantley Street, Winston-Salem.

Phyllis (Kline) Parks, 3621 Mt. Aladin, San Diego, Calif. She formerly lived in cattle, Wash.

Frances Eleanor Lyman to John Caldwell Huffman, May 12, Morganton. Mr. Huffman was graduated from RCA Institute, New York City, and from State College, Raleigh, and served two years in the Army. He is employed by Western Electric Company in Winston-Salem, where Frances works for R. J. Reynolds Tobacco Co., in the research department.

Patricia (Paton) Holt, 222 E. Avondale Avenue, Greensboro. The Holts have three daughters.

The Harry R. Baileys (Louise Wright) have moved from Framingham, Mass., to 124 Greenhurst Avenue, N.W., Roanoke, Va.

Sally Ann (Zeiger) Cole, 849 Henley Place, Charlotte. Homemaker and mother.

'52

Next reunion in 1967

Joyce (Biggs) Satterfield, 2302 Pratt Street, Apt. 4, Durham.

Glenna (Byrd) Kluttz, 211 Church Street, Black Mountain. Glenna's husband owns a rug store there. They have four children.

Anne (David) Rankin's husband, Frank, has been promoted to lending officer with Wachovia Bank and Trust Co., and they have moved from Winston-Salem to Thomasville.

Frances (Fowler) Stearns, Box 121, Vassar College, Poughkeepsie, N.Y. Her husband is associate professor in physics department at Vassar and they are House Fellows there. They have a son, Eddie 2.

Katherine (Furr) Reid, 604 Sioux Drive, Jacksonville. Her husband is a dentist and they have three children, Tommy 7, Pamela, and Walter, born last October.

Barbara (Harris) Spencer, 506 Grove Street, Salisbury. Dr. Spencer does general surgery. They have two sons, Steve 4½ and Scott 2½.

Joyce (Howe) Wagner's husband is a commercial artist with an advertising agent in Hartford. The family, consisting of two boys, Jimmy 3½ and Jeffrey 16 months, lives at 10 Terrie Road, Farmington, Conn.

Betty (Hufham) Ainsworth, 1030 Crane Road, N.E., Atlanta 5, Ga.

Nan (Malloy) Wagner, 128 Jamestown Avenue, Fort Walton Beach, Fla. Mr. Wagner is a physicist (in civil service) working at Eglin Air Force Base, Fla. They have two children, David 4 and Kitty 5.

Sara (Masengill) Bachman, 315 Sleepy Hollow, Bristol, Tenn.

Martha (May) Barber, 240 Glenwood Drive, Mooresville. The Barbers have a son, Richard, Jr., born last December.

Nancy Medford teaches mathematics at Mars Hill College, Mars Hill.

Gloria Anne (Monk) Smith, 2706 Fairway Drive, Greensboro. Gloria has a little girl, Sara Anne.

Born to Mr. and Mrs. James A. Johnson (Janice Murchison), a third child, Robert Murchison, February 16, Alexandria, Va. The other children are Jimmy 4 and Beth 3. Janice was among those attending the class reunion.

Frances (Hunt) Hall, Wright Road, Pleasant Garden. One daughter 8, and a son 2½.

Elizabeth (Kinard) Hall could not attend the class reunion. They were moving from La Plata to Hagerstown, Md., where Mr. Hall will be library director for Washington County, Maryland. They have two sons, 4½ and 1½.

Jeanne Pinner is now Mrs. Baxter M. Flood, Route 4, Box 344, Rock Hill, S.C.

Joyce (Powell) Raxon, 3000 Beard Street, Camden, S.C. Joyce teaches a fourth grade and has two little sons, ages 3 and 5½.

Ramona (Powell) Lawrence, Route 1, Enfield. Teaching sixth grade at North Tarboro School. Two children, Ruffin and Claudia.

Mary Ann (Ward) Hester's husband is coach and teacher at Oxford Orphanage. Mary Ann is a homemaker and mother of two girls, ages 8 and 4.

Almetrice (Wood) Horton, Box 77, Wilson's Mills. Her husband is pharmaceutical representative for Riker Laboratories. The Hortons have one son, Stephen 5½.

'53

Next reunion in 1963

Mr. and Mrs. Robert F. Carlson (Harriett Anthony), announce the adoption of a five-weeks-old daughter, May 30. The Carlson's son, Freddie, adopted at the same age of his sister, was reported to be gleeful with the coming of the little girl. The family lives at 1820 Colonial Avenue, Greensboro.

Sarah Ann Butts to Marshall Sasser, April 29, Smithfield. Marshall was graduated from the University of North Carolina, Chapel Hill, and is now a pharmacist. Sarah Ann is a home economics agent in Johnston County, Smithfield.

Mildred (Cooper) Oliver, Route 7, Wins-

ton-Salem, formerly a technical illustrator for Western Electric, is now homemaking.

Piney (Cox) Tice, 5-740 G Street, Apt. F, APO 942, Seattle, Washington. The Tice family is living in Anchorage, Alaska, where he is serving with the Air Force.

Nancy (Gaston) Brookshire's address has changed from Clinton to 207 Church Street, Brevard.

Carolyn (Haden) May, 7 Pinewood Place, Asheville. Her husband, Glenn, is an accountant. They have three children and Carolyn plans to teach in high school this fall.

Helen (Hammond) Stough has moved from Frankfort, Ky., to 904 Nottingham Road, Baltimore 29, Md.

Ann (Harris) Welchman, 3079 Randolph Road, Atlanta 6, Ga.

1106 Craigmont Drive, Blue Ridge Farms, Lynchburg, Va., will be the new address of Jean (Howard) Taylor and her family in August. They formerly lived in Potsdam, N.Y. Jim is now a field engineer with the Communications Products Division of General Electric.

Sylvia (Kanter) Kaler, homemaking and caring for Jonathan Brian, born last August, Atlanta, Ga. Her husband is an attorney.

Ann Carol Maney, 504 North Street, Chapel Hill.

Leah (Petree) Holder, 4457 Applegate Road, Charlotte 9. The Holders have a son, Ralph Kirk, 1½.

Jean M. Potts, 71 South Park Avenue, Longmeadow 6, Mass.

Virginia Lee (Pruitt) Hawks, 8 Mitchell Place, Glen Ridge, N.J. They have two daughters, Deane 4, and Julie 2.

Dorothy (Rockwood) Randall, 104 Taylor Street, Brevard.

Marion (Sifford) Miller, 3212 Love Street, Columbia, S.C.

'54

Next reunion in 1964

Mary Ann (Britt) Wilkinson, 25 N. Wilton Road, Alexandria, Va. Mary Ann works for the Department of Interior and her husband works for General Services Administration.

Betty Jean (Davis) Overman's husband is mechanical engineer for Oro Mfg. Company in Monroe. Betty Jean is a homemaker and cares for her two daughters, Melanie 6 and Chandra 3.

Rowena (Cee) Lachot, Route 1, Box 45, Matthews.

Shirley (Leonard) Swaim, 1777 Cahoon Street, S.W., Atlanta 10, Ga. Shirley teaches a first grade, and she has two sons, Danny 5, and David 3. She also plays bass with the Atlanta Symphony.

Elizabeth Ann Liddle, professor of edu-

cation. Wheelock College, Boston, Mas.

Ruth (Long) Greer, 3814 Sheffield Drive, Charlotte 5. Home economics teacher at McClintock Junior High. She has just enjoyed a trip to New England and Canada.

Treva (Long) Jacobs, 4535 Woodlark Lane, Charlotte 7.

Anne (Merriman) Cole, 2830 Exeter Circle, Raleigh.

Peggy Jo Mitchell to A. L. Griffin, of Fairmont, during June. Mr. Griffin is a farmer-businessman in Fairmont. He was graduated from Oak Ridge Military Institute.

Peggy (Perry) Eason, 3523 Eastway Drive, Charlotte.

Clara (Pugh) Herner, 3806 Towerview Court, Austin 2, Texas. Her husband is doing research in biochemistry at the University of Texas.

Nancy Carolyn (Shankle) Kerr, 2403 Emerald Drive, Greensboro. The Kerrs have a daughter, Beverly Diane 1.

Margaret (Swann) Flaherty is a homemaker in Sanford.

Born to Mr. and Mrs. James S. Miller (*Thelma Thompson*), a son, James Samuel, Jr., May 19, Falls Church, Va.

Josephine (Tilton) Berte, 129 E. 37th Street, Brooklyn 3, N.Y. Her husband, John, has just completed his last year of a residency at Kings County Hospital. He has served as chief resident in a pulmonary diseases section. Beginning in July, he will be a fellow in pulmonary diseases for one year. Following this, he will enter private practice. They have a son, Joel 4.

'55

Next reunion in 1965

Mary Lois Anderson is now Mrs. Tommie K. Lewis, 1801 Brantley Street, Winston-Salem.

Born to Rev. and Mrs. Jack M. D. Price (*Hlona Eloise Bates*), a second child, Melanie Dawn, January 30, Fieldale, Va.

Born to Mr. and Mrs. James B. Lewis (*Emily Baucom*), a second son, David Reynolds, March 29, Decatur, Ala. Jim works with Chemstrand and Emily is a homemaker.

Mary (Bivins) Bridgman, 715 E. 10th Street, Ocala, Fla.

Elizabeth (Bright) Beane, 1412 Myradare Drive, Richmond 29, Va.

Anne (Bristol) Williams, 919 W. Corrington Street, Mascoutah, Ill. Jack is stationed at Scott AFB. They have a daughter, Lou Anne, 6 months old.

Caroline (Byerly) Sasser, 1400 Oakland Avenue, Durham. The Sassers have two children, Susan and Louie.

Johanne Curran, 1529 27th Street, N.W., Washington 7, D.C. She is producer of "Labor News Conference" aired over the

Mutual Broadcasting Network. The program deals with labor/economic issues of the day.

Frances (Dalton) Thomas, 1101 Willow Street, Chapel Hill.

Sylvia (Dismuke) Perry, 449 McPhee Drive, Fayetteville. Sylvia is the mother of two boys, Mike 4 and Scotty 2. Her husband is youth and christian education director of the First Presbyterian Church.

Wanda (Hart) Haga, Route 4, Box 334, Matthews. Homemaker.

Born to Mr. and Mrs. Henry P. Deal (*Karen Ann Jensen*), a son, Norman Kongsdal, January 11, Charlotte.

Unni (Kjosnes) Burnet, native of Norway, and her husband, Lining, visited Unni's relatives in Norway during the spring. They presently live in Flushing, Long Island, N.Y., where Lining works for Globe Furniture. Two-year-old son, Ben, stayed with his grandparents in Greensboro while his parents were away.

Nettie (Lambeth) Holmberg, 3619 Sloan Street, Colonial Village, Charlotte.

Mary Floyce Price, 522 University Drive, Greensboro. President of the Guilford County Home Economics Club.

Eva (Rosenblum) Mossman, 107 S. Market Street, Blades, Delaware.

Born to Mr. and Mrs. Dewey Yarborough (*Ellen Strawbridge*), a third child, Bryan Stuart, February 21, Winston-Salem. The Yarborough family is living at Camp Betty Hastings this summer, where Ellen is camp director.

Ruth (Walker) Maynard, 1100 2nd Avenue, W., Ashland, Wis. She will teach art courses at Northland College in the fall.

Elizabeth (Whitley) Barnhill, secretary-bookkeeper in Enfield.

'56

Next reunion in 1966

Born to Mr. and Mrs. Bruce Marger (*Mary Ann Baum*), a second son, David Scott, May 27, St. Petersburg, Fla. Their older son is Bill 2½.

Beverly (Beauford) Newton, 312 Arrowhead Circle, Spartanburg, S. C.

Nancy Ellen Bonner to Dr. Walter Elmer Ballinger, June 16, Raleigh. Dr. Ballinger is a graduate of Rutgers University, New Brunswick, N.J. He received his MS and Ph.D. degrees from Michigan State University in East Lansing, Mich. He is an associate professor in horticulture at State College. Ellen has been teaching in Raleigh. At home, 2429 Greenway Avenue in Raleigh.

Johanna (Gorter) Markwood, 1609 10th Avenue Court, S.E., Decatur, Ala. She has two children, Paul, III 3, and Sally Johanna 2. Her husband is training supervisor for Wolverine Tube.

Kitty (Jarrett) Haigler, 1101 Holiday Drive, RFD #2, Smithburg, Md.

Joyce (Long) Ferris, 216 E. Susquehanna Avenue, Baltimore 4, Md. Teaching English at Goucher College (in Dr. William R. Mueller's department). Husband, Neal, is doing graduate work in philosophy at John Hopkins University.

Born to Mr. and Mrs. Charles E. Pratt (*Anna Kate Lovingood*), a daughter, Rebecca Ann, May 10, Houston, Texas.

June (McDuffie) Atherton, 1301 Dever Road, Apt. 11, Richmond, Va. Secretary.

Virginia (Marshall) Schafer, 10307 Ave Street, Houston 34, Texas. Husband is chemical engineer with Shell Chemical Corporation. Three children, Judy 4, Valerie 2 and Laurie 4 months.

Sara (Moore) West, 7 Davie Circle, Chapel Hill. Sara received her master's degree from the University of North Carolina and teaches classes for exceptionally talented at Glenwood School in Chapel Hill. Her husband is serving his residency in pathology at the North Carolina Memorial Hospital.

Barbara (Stephens) Morris, 2715-A Kilgore Avenue, Raleigh. Assistant home economics agent in Wake County.

Carolyn (Teachey) Watjen, 2825 West Oakland Drive, Wilmington 8, Del. The Watjens have a son, David Wheaton, born March 1. Daughter, Linda, is one-year-old. Mr. Watjen received his doctorate in June from the University of Virginia.

Frances Turner is studying at the University of North Carolina, Chapel Hill. She is also instructing a lab of NSF college teachers in chemistry.

Elizabeth (Wiese) Beckwith, 419 S. Main Street, Marion.

'57

Next reunion in 1967

Elizabeth (Adams) Kehl, Cutts Island Kittery Point, Maine. Her husband, Bill, is serving with the Navy, stationed at the Boston Naval Shipyard. After August they will be in Charlottesville, Va., where Bill will enter the law school.

In July, Ann (*Almond*) Smith will move to Thomasville, where her husband, Gordon will go into private practice as a surgeon. They have two daughters, Kathy and Marsha.

Edith (Ausley) Vann, 506-B W. Jame Street, Mt. Olive. Teaching in North Duplin High School and working toward master's degree at the University of North Carolina.

Bess (Bach) Kane, 4965 Bower Road S.W., Roanoke, Va. Two children, Nelson Jon 4, and Jennifer 2.

Julia (Black) Long, 6200 The Plaza, Charlotte 5. Homemaker and mother of one son David 1.

Peggy Ruth (Blanks) Shearin, 459 Granville Drive, Danville, Va. Teaching at Robert E. Lee Junior High and organist at West Main Baptist Church.

Barbara Brown, Box 945, Islamorada, Fla. he has just completed her fourth year as business teacher at Coral Shores School on the Florida Keys.

Karen Bryant, 993 Memorial Drive, Cambridge 38, Mass. Karen plans to tour Europe this summer, traveling by car through Switzerland, Italy, France, and England. She plans to return to the "South" this fall—Atlanta, Ga.

Annah (Buff) Prago, 1603 Hobbs Road, Greensboro, is homemaking and caring for daughter, Lisa 1. Annah also does graduate work at Woman's College.

Janie (Cannon) Gaylord, 8709 W. 93rd Street, Overland Park, Kansas. Mr. Gaylord division sales manager for Roche Laboratories. They have a daughter, Christine Celeste, born June 6, 1961.

Patricia (Chappell) Calleson, 3802 Hill-ande Circle, Durham. Homemaker and mother of two girls, Catherine Laura 4 and Susan Anne 1.

Born to Mr. and Mrs. Larry K. Winberry (Betsy Clayton), a son, Larry Kent, Jr., March 1, Durham.

Born to Mr. and Mrs. Robert Hudson (Patricia Cramer), a second son, Brian, March 13, Birmingham, Ala. The first son, Mark, is two-years-old. Patricia plans to resume teaching this fall.

Barbara (Davis) Pope, 4308 Windsor Place, Raleigh.

Linda (Deal) Michaels, 1823 Forest Road, Durham. Linda is the mother of three—Karen 4, Becky 2½ and Ricky, six weeks old. Mr. Michaels, chief auditor with Morul, Inc., was recalled to duty. He expects to be released in August.

Priscilla (Graper) Griffin, 3600 Woodleaf Road, Charlotte 5. Mr. Griffin is practicing law there.

Edna (Guyer) Driver, 2228 Bauer Drive, Lavery # 990, c/o FPO, San Francisco, Calif. Her husband is an officer in the Marine Corps., stationed in Kaneohe, Hawaii. They have a son, Jett 1½. They have been living in Hawaii for two years and expect to remain here until September, 1963.

Thorne (Hartle) Gay, Com. '57, homemaker at 181 Pennsylvania Avenue, Winston-Salem. Her husband is associated with Gay Taylor Insurance Adjusters, Inc. They have two children, Noelle 2½ and David 9 months.

Dorcas (Hill) Berg, Fort Howes Ranger Station, Ashland, Montana. "Our son, Jeffrey John, was born October 30."

On July 1, Elaine Johnson will report to the Navy's Officer Candidate School at Newport, Rhode Island, for four months of training after which she will receive her commission as an officer. Address: Elaine Johnson, OCSA—USNR, WOQ Bldg., 113, J. S. Naval Station, Newport, R. I.

Janie Gay (Jones) Oakley, 3028 Attaberry

Drive, Charlotte 5. Homemaker and teacher.

Cecelia (Kennedy) Best, 7812 Caribou Avenue, Apt. A, Norfolk 3, Va.

Sue (Lachot) Banner, Elderberry Lane, Hilton Head, S. C.

Mary Louise Ledbetter, Box 22-A, Arden.

Born to Mr. and Mrs. John A. McColl (Sharon Lupton), a son, William Gregory, April 12, San Diego, Calif. The McColls live at 9532 Ronda Avenue.

Margaret (McCrory) Anderson, 380 Riverside Drive, New York 25, N.Y. Received master's degree in art education last June from Teachers College, Columbia University.

Born to Mr. and Mrs. Everette L. Martin (Jane Marlette), a second child, a son, Everette Lewis, Jr., April 9, High Point.

Robert A. West, husband of Mary Nell Meroney, 712 Chester Road, Winston-Salem, has joined Krispy Kreme Doughnut Corporation. A certified public accountant, he will assist in establishing and supervising a comptroller's office as part of the expansion program of Krispy Kreme. He was graduated from the University of North Carolina, Chapel Hill, where he became a member of Phi Beta Kappa. The Wests have two daughters.

Marilyn (Mondy) Yike, 103 Dellwood Drive, Greenville, S. C.

In September, John M. Hough, Jr., husband of Beverly Nance, will become head of the education department at Mars Hill College. They are attending summer school at the University of North Carolina, Chapel Hill. The Houghs formerly lived in Hampton, Va., where a daughter, Holly Jean, was born to them last November.

Rachel (Pharr) White, 106 Fairfield Road, Dunn.

Ann (Powlas) White, 2015 N. Park Drive, Salisbury.

Shirlene (Royster) Grigg, Route 4, Shelby. Homemaker and the mother of three daughters, Lisa 3½, Reena 21 months and Tina 4 weeks.

Margaret Stuart Sanders to Joseph Alexander Wright, Jr., May 5, Smithfield. Mr. Wright, a graduate of Virginia Polytechnic Institute, is an engineering supervisor for the Newport News Shipbuilding and Dry Dock Co.

'58 Next reunion in 1963

Rutisha (Brigmon) Fadel lives at 1401 Mockingbird Lane, Charlotte.

Millie (Burch) Mehner, 4501 West 76th Street, Prairie Village, Kansas. Teaching piano.

Barbara (Caudle) Gitter, 2830 Windsor Road, Winston-Salem. Homemaker.

Born to Mr. and Mrs. Everette W. Clark, Jr. (Julia Ann Fox), a daughter, Marsha

Ellen, February 2, Richmond. This fall Julia Ann will teach a first grade at Crestview School and Everette will be a junior at the University of Richmond, where he is majoring in math.

Claire (Jacoby) Davis, 1117 Suribachi Place, Tarawa Terrace. Secretary to the administrator of the marine base hospital. Her husband is a career member of the Marine Corps.

Joy (Lambert) Hartzog, 165 Daniels Road, Chapel Hill. Her husband graduated from medical school in June. They have two daughters.

Nancy Leonard to James McCall Baker, March 24, Lexington. Nancy teaches at Brooks School and her husband, a graduate of the University of North Carolina, is a certified public accountant with Peat, Marwick, Mitchell & Co. At home, 3511-A Parkway Drive, Greensboro.

Eloise (Phillips) Jenkins, head of the business department, Robbinsville Public Schools. She has one son, David Hall, who will celebrate his second birthday on July 4.

Eleanor Reynolds, 606 W. 116th Street, Apt. 102, New York 27, N.Y. She is an engineering assistant in Long Lines, Division of American Telephone & Telegraph Co. in White Plains.

Dr. Sara Thompson of Pleasant Garden has received her degree from Bowman Gray School of Medicine in Winston-Salem, where she has begun her internship.

Born to Mr. and Mrs. Donald S. Davidson (Elaine Voss), a daughter, Karen Elaine, May 8, Washington, D. C.

Polly (Young) Rafii, 10624 Kenilworth Avenue, Bethesda 14, Md. Polly is a homemaker and mother of a son.

'59 Next reunion in 1964

Jane Ellen Baucum to John B. Stephenson, March 30, Banner Elk. John is an instructor at Lees-McRae College, where Jane teaches business subjects.

Patricia Estelle Brintnall to James Byron Swan, April 23, Madison, Wisc. At home, 321 Walnut Street, Madison, Wis.

Helen Browning to Charles Vincent Lavery, June 2, Fort Myer, Va. Mr. Lavery graduated from the Virginia Military Institute, Lexington, Va., and is a television account executive with Cunningham and Walsh Advertising Agency, New York City. Among the wedding attendants were: Sadye Ann Boyd '59, Gerri Wilkerson '59, Christie (Farnham) Pope, class of '59 and Virginia (Devin) Creem, class of '59.

Carol (Couric) Cordle, 816 South Street # 3, Key West, Fla. Her husband, a lieutenant (i.g.) in the Navy, is stationed there.

Anna (Gibson) Smith, 2409 Damman Drive, Midland, Mich. Homemaker.

Barbara Mae Herman to Gilbert Grossman, June 17, Winston-Salem. Gilbert is a pharmacist in Richmond, Va., where they are living at 3425 Kensington Avenue.

Mary Douglas (Jenkins) Worthington, 207-53rd Street, Virginia Beach, Va. Teaching at Virginia Beach High School.

Betty Evelyn Johns to James Hampton Black, Jr., June 9, Winston-Salem. James, a graduate of Wake Forest College, is a senior at Bowman Gray School of Medicine in Winston-Salem.

Evangelena Linney, 1103 West Franklin Street, Monroe. Served as an exchange delegate to Scotland on the International Farm Youth Exchange last summer. Presently she is assistant home economics agent in Monroe.

Dorothy (Moore) Jackson, 45 Davie Circle, Chapel Hill. Homemaker and mother of Susan Elizabeth 1.

Janet Thayer Pate to Philip Howell Riggs, May 11, Conway, S. C. The bridegroom is a graduate of Austin Peay College in Clarksville, Tenn.; received his master's degree from Vanderbilt University, and is completing work toward a Ph. D. degree.

Pamela (Proctor) Spader, 3243 Westfield Road, Charlotte 9. Homemaker.

Nancy Robertson to Pfc. Walter Lee Hogan, III, June 24, Greensboro. Nancy, formerly a buyer for J. B. Ivey & Co. in the ready-to-wear department, plans to attend East Carolina College this fall to obtain a teaching certificate. The bridegroom is serving in the Marine Corps at Camp Lejeune and is attending East Carolina College.

Louise (Sigmon) Hunter is homemaking at 343 Santander, Coral Gables, Fla.

Gloria Snotherly to William Danier Morris, March 17, High Point. The bridegroom is a graduate of High Point College and is employed as a probation officer for Guilford County Domestic Relations Court. Gloria also is a probation officer.

Wilma Kay (Turner) Woodall, 507 Montrose Drive, East Point, Ga. Teaching Spanish at Brown High School, Atlanta, Ga.

'60

Next reunion in 1965

Born to Dr. and Mrs. Peter Pool (Margie Acton), a daughter, Leslie Acton, April 9, Fayetteville. Helen (Anderson) Acton '24 is the maternal grandmother.

Priscilla (Baker) Nicholas, 328 Sellars Street, Burlington.

Janice (Bland) Stanton, 817 8th Street, Laurel, Md. Janice teaches and is also doing graduate work at the University of Maryland. Her husband, Charles, is working with IBM in Washington, D.C.

Sylvia Frances Bridges '60AAS to George Solomon Coltrane, Jr., March 4, Siler City. The bridegroom attended East Carolina

College, Greenville, and is employed by R. J. Reynolds Tobacco Company in Winston-Salem. The bride is a staff nurse at Moses Cone Hospital in Greensboro. At home, 157 Salisbury Street, Kernersville.

Sandra (Broadhurst) Brooks, 506 Rhodes Avenue, Kinston. Teaching and homemaking.

Elsie Bryson to Jack Lee Bush, April 7, Atlanta, Ga. At home, 430 Lindberg Drive, N.E., Apt. L-4, Atlanta.

Ngo Thi Hong Chang, 361/7 Rhan-Dinh-Phung, Saigon, South Vietnam. She plans to be married in September.

Peggy Coleman, 1015 Carolina Avenue, Winston-Salem. Teaching.

Mabel Joyce Daughtry to Hugh Glenn White, Jr., June 23, Fairmont. Hugh attended Riverside Military Academy and the University of North Carolina. He is vice-president of White Oil Co. Following a trip to the West Coast and the World's Fair in Seattle, Wash., the couple will live at 3413 Edgemont Drive, Fairmont.

Carole Anne (Dickson) Williams, F29-700 Anson Street, Winston-Salem. Teaching.

Patsy (Draper) Armistead, 822 Westmoreland Avenue, Norfolk 8, Va. Teaching third grade at Oceanaire Elementary School.

Virginia Darrell Dutton to Joseph Powell Creekmore, April 21, Whiteville. Mr. Creekmore was graduated from the University of North Carolina, Chapel Hill, where he also received his law degree in June.

Helen Fasick, 112 A Crawford Street, Monroe. Teaching biology, general science and history. Helen has begun work on her master's degree in biology at the Sewanee Institute of Science and Mathematics.

Keris Fort, 28-E College Village Apts., Winston-Salem. Teaching fifth grade.

Sylvia Ann Johnson to Sherman Louis Criner, March 10, Winston-Salem. The bride taught first grade at J.Y. Joyner School in Raleigh last year and the bridegroom completed work for his degree in industrial engineering at State College.

Lt. Dolores Leonard to Capt. Joseph I. Martin, Jr., May 1, 1962, Ft. Ord, Calif. Both the bride and groom are serving in the Army, stationed at Fort Ord, Calif.

Amelia (McGinnis) Arthur, 4 Lynnhaven Drive, Hampton, Va.

Sandy (Margolis) Smiley's husband, a dentist, is stationed at Homestead AFB, Florida. Sandy writes that their young son, Steve, is really quite a "young man." Sandy will teach a first grade this fall.

Barbara Ann Mitchell, 430 Lindberg Drive, N.E., Apt. L-4, Atlanta 5, Ga. Head of the business department of Hoke Smith High School, where she teaches typing, shorthand and office practice.

Jeann Moore, 410 24th Street, Virginia Beach, Va. Teaching general science at Kempsville Junior High School.

Bette Fay Morris, 1100 Hicks Court, Ap. H, Greensboro. Science teacher.

Lois (Simmons) Carwin, Box 44, USN School, Sub Base, New London, Conn.

Alice Faye Pritchett to Charles Woodward Boyette, April 14, Brown Summit. At home, 202 Morgan Street, Roxboro, where the bridegroom is assistant sales manager of Roxboro Farmers Exchange. The bride is assistant home economics agent in Person County.

Eleanor Warren, 250 Wrenn Avenue, Mount Airy. Teaching commercial subject in Winston-Salem.

Nancy (Wood) Threatt, 765 William Street, Roanoke Rapids. Nursing supervisor, Roanoke Rapids Hospital. "We have little girl, Ellen Greer, born last October. Her paternal grandmother is Margaret (Works) Threatt, class of '37."

'61

Next reunion in 1966

Nancy H. Britton to Robert W. Friend, April 14, Williamston. At home, Goldsboro where Nancy will continue to teach.

Vera Galligher will finish her thesis and master's requirements in August and will teach American History in Whitewater, Wisconsin, next year.

Dorothy (Luck) Grabal, 1816-A Token Street, Charleston Heights, S.C. Nurse.

Coleen (McCorkle) DeKing's husband was released from the Air Force in June and they are now living in Plymouth, where he is a forester-helicopter pilot for Weyerhaeuser Co.

Mr. and Mrs. T. Hardy Rothrock, Jr. (Ann Martiner), announce the birth of a son, Thomas Joseph, December 6, 1961, Lynchburg, Va.

Rebecca Rhodes to Thomas Edward Smothers, February 24, Wilson. The bridegroom graduated from the University of North Carolina, Chapel Hill, and is employed by Globe Furniture Co., as New York State sales representative. At home, Henrietta, N.Y.

Judith Rivers, 61 Anderson Street, Boston, Mass., working as manager of Seminar Scheduling for the Industrial Education Institute in Boston. To be married in September.

Virginia Anne Rogers to Gerard Michael Currier, March 15, Albemarle. The bridegroom is an alumnus of High Point College and is now a research chemist for Reliance Varnish Company in Louisville. They live there at 120 Hartwell Court.

Harriet (Sadoff) Kasow, 310 S.W. 15 Road, Miami, Fla. Harriet graduated from the University of Miami, and will teach this fall.

Ann Lynn Smith is Mrs. Hal L. Cames, Jr., 1932 Spruce Street, Fayetteville.

Carroll (Walker) Miller, 903 Weimer venue, Apt. 4, St. Albans, West Va. Thera-

mother, Mrs. Thomas Luther Worsley, April 2, Rocky Mount.

Dorothy Clement '23, in the death of her brother, Walter L. Clement, Jr., June 2, Danville, Va.

Celeste (Jonas) Gibson '24, and Annie Elliott (Lee) Jonas '25, in the death of their mother and mother-in-law, Mrs. Charles A. Jonas, April 6, in Lincolnton.

Lela Aycock '25 and Rachel (Aycock) White '29, in the death of their sister, Lucile Faison Aycock '26, May 8, Dunn.

Elizabeth (Gaskins) Froelich '26, in the death of her husband, Jacob Henry Froelich, April 11, in a Winston-Salem hospital.

Frances (Harrison) Cunningham '26, in the death of her husband, Henry C. Cunningham, April 4, Winston-Salem.

Margaret (Lyon) McIntosh '26, and Ann (McIntosh) Hoffelder '57, in the death of their son and brother, C. Penn McIntosh, Jr., March 25, Creedmoor.

Mary (Nisbet) Wheeler '26, in the death of her husband, Dr. Carlyle Deveny Wheeler, June 10, in a Winston-Salem hospital. Dr. Wheeler had practiced dentistry in Salisbury, where the family lived.

Lillian (Williams) Richmond '26, in the death of her sister, Mrs. Irvin Richardson, May 7.

Mary Steele (Norwood) Pipkin '31, in the death of her sister, Rebecca (Norwood) Fordham '24, April 13, Gladwyne, Pennsylvania.

Louisa Hatch '31, in the death of her mother, Mrs. Elizabeth Hardy Hatch, February 11, High Point.

Lucile (Sharpe) Long, '32, Alma Elizabeth (Sharpe) Carlow, class of '35, Evelyn (Sharpe) Bumgarner '36, and Helen (Sharpe) Leach, class of '43, in the death of their mother, Mrs. Terry Donnell Sharpe, May 16, Greensboro.

Anna (Winstead) Murray '32, in the death of her mother, Mrs. Effie Wharton Winstead, February 24, Roxboro.

Emma (Hege) Beckerdite '33, in the death of her husband, April 6, 1962, Winston-Salem.

Katherine (Turner) Jones '33, in the death of her husband, W. Lawrence Jones, in an automobile accident on June 12.

Grace Freeland, class of '34, Elizabeth (Freeland) Dube '39, and Mildred (Freeland) Schenck '47, in the recent death of their mother, Mrs. Bessie Freeland, in Greensboro.

Catherine (Stokes) Graham '34, in the death of her husband, Warner Lee Graham, May 20, Lexington.

Mary (Alford) Hunter '36, in the death of her mother, Mrs. J. B. Alford, May 29, Zebulon.

Betty (Griesinger) Sink '36, in the death

of her mother, Mrs. Desa Brown Griesinger, April 13, Greensboro. Mrs. Griesinger was the grandmother of Peggy Sink '61.

Katharine (Crouch) Sledge '37, and Ruth Crouch '41, in the death of their mother, Mrs. Louise Summers Crouch, February 11, Stony Point.

Slocum (Davis) Hollis '38, and Rebecca (Davis) Walkley '40, in the death of their mother, Mrs. Sallie Slocum (Smith) Davis '08, April 11, near Lincolnton.

Dorothy (McKenzie) Bondanella '38, in the death of her father, Eugene McKenzie, May 12, Pinchurst.

Annie Ruth (Oehman) Meahan, class of '39, in the death of her father, Ralph Augustus Oehman, May 13, Stamford, Conn.

Ella Frances (Parker) Appel '39, in the death of her father, John Bennett Parker, Sr., May 10, Spencer.

Inez (Shuford) Starnes '39 and Adelaide (Shuford) Teague, class of '41, in the death of their mother, Mrs. Belton C. Shuford, March 22, in Hickory.

Elizabeth (Smith) Wall '39, in the death of her father, Mr. H. Brower Smith of New Bern.

Rebecca (Hunter) Vittur, class of '41, in the death of her husband, Paul Vittur, April 9, Roxboro.

Toni (Lupton) Hires '44, in the death of her mother, Susan (Murphrey) Lupton Ferguson, class of '24, March 15, Goldsboro.

Billie (Nifong) Albright '44, in the death of her mother, Mrs. W. F. Nifong, February 27, Spencer.

Beverly (Wilson) Robertson, class of '44, in the death of her father, John L. Wilson, April 20, Madison.

Barbara (Board) Smith, class of '46, in the death of her father, M. O. Board, during May in Greensboro.

Marian (Kirkman) Murchison '46, Mary (Kirkman) Routh '46, and Jean (Kirkman) Measell '48, in the death of their aunt by whom they were reared, Lelia B. Kirkman, March 20, in Greensboro.

Andris (Sigmon) Williams '46, in the death of her son, John, May 21, three days before his ninth birthday, in Statesville.

Wanna Faye (Laws) Murphy '52, in the death of her father, Sherman B. Laws, March 28, Thomasville.

Edna Nicholson '53ME, in the death of her father, Henry Cicero Nicholson, in the spring in Greensboro.

Ann (Stancil) Wall, class of '60, and Mary Louise (Wall) McAdams, Com. '57, in the death of their husband and brother, Jesse David Wall, Jr., May 21, Greensboro.

sympathy

Lillie (Boney) Williams 1898, and Mary Wiley (Williams) Davis '33, in the death of their son and brother, James W. Williams, who was killed in an automobile accident June 6, near Riverdale, Md. Mrs. Williams' son-in-law, Dr. J. D. Robinson, of Wallace, died June 1.

Eunice (Farmer) Glenn, class of '05, in the death of her sister, Eva Frances Farmer, class of 1897, June 11, Asheville.

Pricie (Farish) Reid, class of '09, in the death of her husband, J. W. B. Reid, recently in Greensboro.

Elizabeth (Boddie) Corbett, class of '09, and Lucy Cleora (Boddie) Bonner, class of '09, in the death of their sister, Lena Boddie, class of '02, February 7, Rocky Mount.

Mary Elizabeth (Jeffress) Whaley, class of '00, and Ruth (Whaley) Groome, Com. '35, in the death of their daughter and sister, Elizabeth (Whaley) Borrowes, April 18, Tampa, Fla.

Leah Boddie '12, in the death of her mother last fall in Durham.

Grace (Sherrill) Sullivan, class of '14, in the death of her sister, Mrs. Austin C. Sherrill, March 19, Greensboro.

Mary (Beall) Hall, Com. '15, and Harriet (Hall) Henson '42, in the death of their husband and father, Russell F. Hall, Sr., April 28, Greensboro.

Mabel (Hix) Stevens, Com. '15, and Rebekah Doughton '26, in the death of their brother, Horton Doughton, May 21, Statesville.

Lucinda (Martin) Parsons, class of '16, in the death of her mother, Mrs. Rives Johns Martin, May 22, Leaksville.

Sue Ramsey (Johnston) Ferguson '18, in the death of her husband, Ray S. Ferguson, May 22, Taylorsville.

Elizabeth (Thames) Gamble 19, in the death of her mother, Mrs. John Thames, March 25, Columbus, Ga.

Mary (Wadsworth) Lyons, class of '21, and Elizabeth (Lyons) Kearns, class of '50, in the death of their husband and father, Dr. John Coriden Lyons, May 1, Chapel Hill.

Hazel Worsley '22, in the death of her

continuing education

Foreign study. More than 800 American students will have an opportunity to pursue graduate study or research in 46 countries in the academic year 1963-64 through scholarships made available under the Fulbright-Hays Act of 1961. The Institute of International Education, which seeks to encourage international understanding and foster educational development abroad through programs of international education, will administer the scholarships for the Department of State.

Three types of grants are available. (1) A full U.S. Government Grant provides round-trip transportation, maintenance, tuition and books. These awards are available for study in Argentina, Australia, Austria, Belgium, Luxembourg, Brazil, Burma, Ceylon, Chile, Republic of China, Denmark, Ecuador, Finland, France, Federal Republic of Germany, Greece, Iceland, India, Iran, Ireland, Italy, Japan, Korea, Netherlands, New Zealand, Norway, Pakistan, Peru, Philippines, Portugal, Spain, Sweden, Turkey, United Arab Republic, and the United Kingdom.

(2) A Joint U.S. — Other Government Grant provides travel award from the U.S. Government in conjunction with foreign government grants which provide tuition and full or partial maintenance. These joint awards are available for study in Bolivia, Brazil, Chile, Columbia, Costa Rica, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Poland, Rumania, Panama, Paraguay, Peru, and Venezuela.

(3) The third type of award, Travel-Only Grants, supplements a scholarship received from a foreign government, university, or private donor. Travel-Only awards are available for study in Austria, Denmark, France, Germany, Israel, Italy, and The Netherlands.

General eligibility requirements for all types of grants are: (1) U.S. citizenship at time of application, (2) a bachelor's degree or its equivalent before the beginning date of the grant, (3) language proficiency sufficient to carry out the proposed study and to communicate with the people of the host country, and (4) good health. A good academic record and a demonstrated capacity to undertake independent study are also necessary. Preference is given to applicants under 35 years of age who have not previously lived or studied abroad.

Applications for scholarships for 1963-64 will be accepted until November 1, 1962. Requests for applications must be postmarked by October 15. Information and application forms may be secured from the Information Counseling Division, Institute of International Education, 800 Second Avenue, New York 17, New York.



Today's music. Dr. Lee Rigsby, dean of the Woman's College's School of Music, will teach an extension course, "Music in Our World Today" (Music 542), at Asheville-Biltmore College in Asheville from July 23 through August 3. The course will carry two semester hours credit for graduates and upper undergraduates. Registration is being handled by Asheville-Biltmore College.